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AN INTERACTIONAL ANALYSIS OF COUNSELLING
BEHAVIOR

BY



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The undersigned certify that they have read, and
recommend to the Faculty of Graduate Studies and Research, for
recognition, a thesis entitled *THE INFORMATION* by
COUNSELLING BEHAVIOUR, submitted by Paul Anthony Smith
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ABSTRACT

Much research literature dealing with counselling and psychotherapy has focused upon two kinds of questions; the effects of psychotherapy and the process of psychotherapy. Repeated failure over the years to discover predictable and consistent effects of counselling has resulted in research effects focused on process.

This research study attempted to focus on "process" by objectively analyzing and describing the behavior of a counsellor and client during various counselling sessions. Bales' Interaction Process Analysis (I.P.A.) was the main instrument used in recording and analyzing the interaction between the counsellor and the client. Specifically, the purpose was to use an 'objective' method to observe and record significant behaviors of the counsellor and the client as they interact with each other. The comparison between the counsellors' behavior and that of Carl Rogers was also examined.

The counselling cases used were of three clients being currently seen for regular counselling in the Clinical Services Division, Faculty of Education. Each client attended counselling sessions once per week with each counselling interview lasting approximately forty minutes. All counselling sessions were either video taped or audio taped for playback

and analysis at a later time. Two, three minute segments of each of the tapes were randomly selected using a table of random numbers procedure. These randomly selected segments were then analyzed using Bales' Interaction Process Analysis procedure. Following the codings of the tapes, these same tapes were recoded by a fellow graduate student familiar with the I.P.A. Codings were further monitored by a professor familiar with Balesian theory. The results of the two codings were pooled and these pooled results used in the final analysis. Interaction Process Analysis (I.P.A.) data from Rogers counselling was obtained (Steen, 1974) for comparison and analysis with the present data obtained for the counsellor.

Hypotheses pertaining to the consistency of the counsellor with theory were examined as were questions concerning the congruence and empathy of the counsellor in the study. Chi Square Goodness of Fit Test was the main statistic used in analyzing the data and testing the hypotheses.

Results showed that the counsellors behavior was significantly different from that expected of a client - centered counsellor. There appeared to be a difference between the actual therapist's behaviors as observed, and the professed theoretical model (as exemplified by Carl Rogers) which he claims to be using. The counsellor was thus shown to be inconsistent with the model. Results were presented and some implications and conclusions drawn for counselling and education generally.

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CHAPTER I

INTRODUCTION

There can be no single aspect of human experience which is irrelevant to counselling. The problems and concerns which individuals bring to the counsellor are often complex and involved. Some people have serious doubts about their worthiness as individuals; they lack a sense of confidence, a sense of self-esteem, and are confused. Others recognize a difficulty to relate well with significant others and become more inhibited; adolescents with their peers; parents with their children and children with their parents, are but a few examples. Some individuals experience anxiety to such an extent that it interferes with their ability to function effectively. Some are in turmoil. They no longer know what they believe and may need help in sorting out their values and beliefs.

These then, are some of the concerns the counsellor must deal with. His view of counselling to a large extent determines what he does and how he handles the various concerns which arise during counselling. A clear definition of counselling seems to be a basic requirement for all counsellors. This becomes even more paramount when research into the 'process' of counselling is carried out.

Within the profession itself, definitions abound. Delaney and Eisenberg (1973) define it as "...intervention which helps a person behave in a manner more rewarding than previously"(p 2).

Gilmore (1973) similarly defines counselling as:
 ...helping people of all ages in a variety of settings cope more constructively with the buisness of being human ...if a counsellor persists in defining the purpose of counselling in terms that from the clients point of view seem to have no bearing on why he thought he sought counselling, communication between them will be seriously jeopardized and the client will probably terminate counselling prematurely (p 5).

Whether the symptoms are in fact 'alleviated' or whether the person does behave more rewardingly as a result of counselling has historically been open to question, the expressed views of some critics being that counselling can be for better or for worse. Bergin (1975) states that while counselling can help many, a substantial number of people are hurt by it. He claims its more a matter of the therapist and the interaction that takes place, than the brand of counselling used, and emphasises that a closer, more detailed look needs to be taken at the actual 'process' and what occurs in the moment-to-moment interactions between counsellor and client. Meanwhile he warns the prospective client to be wary when seeking counselling.

In discussing research, Bergin claims that evidence today has not provided a profile of a universally successful counsellor or counselling approach. He expresses his concern as follows:

Unfortunately for such people (clients) there are as many brands of counselling around these days as there are religions and not all will be appropriate for any given individual. Many of the newer and even existing therapies have not yet proved their effectiveness, by scholarly research into the process and rest upon empirically unsubstantiated claims (p 104).

A review of the literature quickly reveals that the recent concern expressed by Bergin has historical foundations. Eysenck (1960) expressed a similar concern when he concluded that counselling and the other helping professions such as psychotherapy were often in conflict and ineffective in producing meaningful client improvement. He expressed his pessimism in his caustic analysis thus :

To judge by their writings, some advocates of psychotherapy appear to take an attitude similar to that adopted by Galen, the father of modern medicine in his advocacy of the wondrous powers of Samian clay ; All who drink this remedy recover in a short time , except those whom it does not help who all die and have no relief from any other medicine. Therefore, it is obvious that it fails only in incurable cases (p 697).

Notwithstanding the negative analogy Eysenck makes, there nevertheless appears to be an implicit call for a continuing, but perhaps finer analysis of the process within counselling. Bergin (1975) in reviewing what he describes as about "a dozen well enough designed and carefully controlled studies to

permit a fair assessment of the effects of therapy " (p 98) found that ten percent of the therapy cases deteriorated significantly after treatment, twice as many as in the untreated groups. Glass (1976) discussing the meta-analysis (the re-analysis of data from already published studies) of 400 controlled evaluations of the effects of counselling and psychotherapy, found that no specific type of therapy was superior to any other. He emphasised the need to look more closely at the ecological setting and the ecological climate of counselling by analyzing what actually happens during counselling. Although 'process' more recently has become the focus of many research studies, they have been wracked with methodological difficulties Bergin (1975), McLeish (1976), Oddie (1976).

THE PROBLEM

There appears then, to be a need to look for new and perhaps different instruments by which counselling might be assessed as well as a need to examine in an objective manner the actual 'process' - the effect during counselling that a therapist has on a client (as well as the effect the client has on the therapist). This emphasis on investigating the actual 'process' as opposed to outcomes in counselling is consistent with recent calls by Glass (1976), McGuire (1973), Matherson (1973) and Gilmore (1973). Glass points to the need in both educational and psychological research to design and perform more 'ecological'

research by trying to acknowledge and account for the total environment as it effects the subjects at the time of the research.

THE PURPOSE OF THE STUDY

This current study then seeks to investigate the use of Bales' Interaction Process Analysis (I.P.A.) as an instrument for analyzing counselling interaction. It seeks to analyze and describe (within the I.P.A. framework) theoretical approach to counselling, as presently used by a practicing counsellor. It has as its major purpose the observation, recording and description of significant behaviors used by both a counsellor and a client as they interact during a counselling session.

Secondly an attempt is made to determine the degree to which a counsellor using a predetermined, client-centered, approach, is successful in applying a theoretical model when working with three different clients. For the purpose of this study success will be defined as degree of similarity with Carl Rogers.

CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this research study was to analyze and describe one major theoretical approach to counselling, as currently applied by a practicing counsellor. Specifically, the counsellors pre-determined client-centered approach was objectively observed, recorded and analyzed by means of the Bales' Interaction Process Analysis system.

Since, to a large extent this study revolved around analysis of the client centered approach to counselling, it was felt at the outset that a description of Rogers' client-centered approach would provide useful basis of understanding for the reader. Following this description, an attempt is made to deliniate those behaviors which a counsellor should manifest, if such counselling is to be consistent with a client-centered approach.

ROGERS' CLIENT - CENTERED THERAPY

Client-centered therapy was originally developed in the 1940's by Carl Rogers. During this time it was termed 'non-directive' but more recently has become known as "client-centered" reflecting Rogers own change of emphasis in therapy.

Carl Rogers was born in 1902 into a close-knit

midwestern Protestant family. Most of his boyhood, in fact, was spent in the farming communities in the mid-western United States. His years of study as an undergraduate and graduate student were rich and varied as illustrated by the following passage from his book;

Having rejected the family views of religion I became interested in a more modern religious viewpoint and spent two profitable years in Union Theological Seminary which at that time was deeply committed to a freedom of philosophical thought which respected any honest attempt to resolve significant problems, whether this led into or away from the church. My own thinking led me in the latter direction and I moved across the street to Teachers' College, Columbia University. Here I was exposed to the views of John Dewey, not directly, but through William H. Kilpatrick. I also had my first introduction to clinical psychology in the warmly human and common - sense approach of Leta Stetter Hollingworth. There followed a year of internship at the Institute for Child Guidance, then its chaotic but dynamic first year of existence 1927 - 28. My first attempts at therapy were carried on at the institute. Because I was still completing my doctorate at Teachers College, the sharp incompatibility of the highly speculative Freudian thinking of the institute with the highly statistical and Thorndikean views at Teachers College was keenly felt (Rogers, 1959, p 186).

Thus, Rogers began his work as a therapist having been exposed predominantly to psychoanalytic thinking through the works of Freud and his modern interpreters, Horney and Sullivan. However, he gradually became dissatisfied with the approaches used in counselling and psychotherapy. The traditional methods of a detailed diagnosis and complicated interpretation became gradually less and less appealing to him. He reacted negatively to these procedures since they implied that the counsellors had all the answers to the clients problems which Rogers' claimed was wrong (Corsini, 1975). As Rogers' saw it all the emphasis was being placed in the wrong area, outside the patient. He became more convinced that there should be much more emphasis on the individual in therapy. Instead of relying on testing and diagnosis, Rogers proposed that the client should be responsible for his own personal growth, and that the counsellor should only be responsible for the conditions in the counselling interaction that would allow the client to maximize his own resources (Rogers, 1957).

He began to develop an approach uniquely his own, based on a strong personal belief in the ability of the self to solve problems. This belief was based on the idea that inherent in the individual person is a capacity to understand the factors in his life, that cause him pain, unhappiness, depression or any other emotion, and also a capacity of the individual person to recognize his self-structure in such a way as to overcome these factors (Rogers, 1951).

In his book Counselling and Psychotherapy, Rogers proposed a counselling relationship whose characteristics were the warmth and responsiveness of the therapist, a permissive climate in which the feelings of the client could be freely expressed and a freedom for the client from all coercion and pressure. A client in such a relationship would gain understanding of himself which would enable him to take positive steps in the light of his new orientation (Rogers, 1942, p 18). The therapist in the relationship was freed from the burden of scanning the system under which he worked in order to find the "right" diagnostic or interpretive category for his client at a given time (Corsini, 1975).

In client - centered therapy therefore all responsibility for change and progress in the counselling situation is left largely up to the client. The therapist seems to be absolved from the responsibility for effect apart from establishing a therapeutic climate (Steen, 1974). It is this willingness on the part of the counsellor and the assurance that there will be no evaluation, interpretation or personal reaction by the counsellor that makes the relationship unlike anything in the clients previous experience (Rogers 1942 ; 1957) (Steen, 1974).

However, before any therapeutic change can occur of any kind certain conditions must be met. Writing in the Journal of Consulting Psychology Rogers proposed that certain

'necessary and sufficient' conditions of therapeutic personality change were required. He outlined these as;

- 1) Two persons are in psychological contact.
- 2) The first, whom we shall term the client, is in a state of incongruence, being vulnerable or anxious.
- 3) The second person, the therapist, is congruent or integrated in the relationship.
- 4) The therapist experiences unconditional positive regard for the client.
- 5) The therapist experiences an empathic understanding of the clients internal frame of reference and endeavours to communicate this experience to the client.
- 6) The communication to the client of the therapists empathic understanding and unconditional positive regard is to a minimal degree achieved.

No other conditions are necessary. If these six conditions exist, and continue over a period of time this is sufficient. The process of constructive personality change will follow in due course (Rogers, 1957, p 95-96)

The basic theory of Rogers' client-centered therapy then can be stated simply in the form of an 'if - then' hypothesis.....'if certain conditions are present in the attitude of the person designated 'therapist' in a relationship, namely ; congruence, empathy and positive regard, then growthful change will take place in the 'other', the person designated 'client' (Corsini, 1973).

In recent times there has been a movement in terms of Rogers' necessary and sufficient conditions. He now appears to indicate that while congruence, empathy and positive regard are still paramount elements in a counsellor, congruence seems to be the most crucial and perhaps "the only quality which matters in the counselling relationship". Congruence is defined as genuineness, "without front or facade" ; "transparent" ; "free". If the counsellor experiences any negative feelings towards the client, it is preferable for him to be real rather than put up a facade of interest or liking which he does not really feel (Steen, 1974)

Behavioral Manifestations.

Both Rogers(1957) and Truax and Carkhuff(1967) seem to indicate the importance of operationalizing these "necessary and sufficient" conditions as much as possible in order that further research and scientific verification can be provided for client-centered therapy. In indicating positions such as this (Rogers, 1957) they are endorsing the concept that such conditions are observable and quantifiable in the empirical sense. As such, an attempt is hereby made to delineate those behaviors which a client-centered therapist should manifest in his counselling.

The counsellor should attempt to provide a climate which will produce change. There will be little or no tension or anxiety in the interaction. Neither will there be any anger or negative feelings permeating the counselling

interaction. The counsellor will be congruent ; what he is experiencing inside will be present in his awareness ; the counsellor will be relaxed, without tension, and will seem friendly throughout the interview. The counsellor should allow the client to express all his feelings making few if any value or evaluative comments. He will give few specific suggestions to the client preferring instead to remain in the clients 'pool of awareness'. He will not monopolize the conversation ; lecture or sermonize to the client. The counsellor should not dominate the interaction by frequent interruption or monopolizing the interview. The counsellor will attempt to understand the inner world of the client as perceived by him, by reflecting accurately and allowing and even encouraging the client to explore his feelings and attitudes without interrupting the client. This suggests that there will likely be little or no interaction in the task area, but more emphasis and therefore interaction in the social - emotional area as reflected in the I.P.A.

An extrapolation of behavioral manifestations emanating from a description of Rogers' theory, does provide a basis for the generation of some hypothesis concerning the behavior of a counsellor using this approach. There also appears a need to look at what empirical studies of the counselling process have occurred.

The following section then, will review empirical studies centered on the client-centered approach, which will lead to a final review of those few studies which have attempted to use interaction analysis to study counselling behavior.

EMPIRICAL ANALYSIS OF THE COUNSELLING PROCESS

The client-centered approach and subsequent extensions of it (Carkuff, 1973) have generated considerable research. The focus of most of these investigations has been on the counselling relationship to outcome. There are few, if any that have analyzed counselling from an inactive sense. The reasons for this are not clear except that the data gathered from an interactive instrument is of course more difficult to gather, and in the end may lend itself to satisfactory analysis.

In reviewing many studies, two comments seem to appear quite regularly. One such comment is to the effect that the amount of research in counselling and psychotherapy is overwhelming. The other comment

concerns the absence of definitive studies and the amorphous nature of many of the contributions. These types of comments provided the impetus for much of the empirical work in counselling (Carkuff 1973). Eysenck (1965) and others (e.g. Levitt, 1963) reported that on the average psychotherapy or counselling was ineffective. In reviewing the studies cited by Eysenck (1965) it was noted that the treated groups in relation to the control groups showed significantly larger variances (Bergin, 1963). After examining the sources of variance in the treatment groups the conclusion was reached that counselling or psychotherapy could be for better or for worse (Bergin, 1963; Truax and Carkuff, 1964) and this finding led to an examination of counsellor interaction, that was associated with positive and negative outcomes.

In a succinct article, Glass (1976) discussing the meta-analysis of 400 controlled evaluations of the effects of counselling and psychotherapy, found that no specific type of therapy was superior to any other. He concludes:

... For all the superiority claimed by one camp or the other, for all the attention lovingly squandered on this style of therapy versus that style of therapy the available evidence shows essentially no difference in the average impact of each class of therapy (p. 7).

Much early research within the client-centered area (Rogers, Gendlin, Kiesler and Truax, 1967) focuses on three counsellor variables; empathy, positive regard (warmth) and genuineness and one client variable; depth of self-exploration. These conditions were the ones seen by Rogers (1957) as being necessary and sufficient for therapeutic outcomes. Scales were developed by Charles Truax and his associates to measure these constructs (Truax and Carkuff, 1967). These same instruments were later refined by Carkuff (1969) and new measures added. Raters were trained on these instruments, and after training they rated, recorded portions of interviews.

The effects of levels of empathy, warmth and genuineness on client depth of self-exploration has been experimentally manipulated. Truax and Carkuff (1965) had therapists lower their levels of functioning during the middle third of an interview. They found that this manipulation had a direct effect upon client depth of self-exploration. That is, when therapists lowered their levels of functioning there was a consequent drop in client depth of self-exploration. At a pre-arranged time when therapist offered conditions (e.g. empathy, congruence and genuineness) rose, there was a consequent increase in the clients level of self-exploration. Despite its brevity, this study provides evidence relevant to the present investigation that there definitely is an interactive effect between the counsellors behavior and the clients behavior.

In another investigation employing a similar design Alexik

and Carkuff (1967) examined the effects of manipulating client depth of self-exploration upon counsellor level of functioning. They selected a high and low functioning counsellor from ratings of their performance in a previous study on the empathy, unconditional positive regard, genuineness and concreteness scales. When a client (confederate) lowered her level of self-exploration , the highly rated counsellor increased his overall level of functioning , while the overall performance of the counsellor with the low ratings declined.

After the client raised her level of self-exploration there was a slight rise in the level of functioning for both counsellors. Again from this study we see obvious evidence of the interactive effect taking place , yet in essence this was not an interaction study.

In another study using the same format Piaget, Berenson and Carkuff (1967) employed one high and one moderately rated counsellor interviewing high - and - low rated counsellees. Both client and counsellor level of functioning was assessed using the Carkuff scales. During the middle portion of the interview , when the counsellors lowered their level of functioning , the depth of self - exploration of low rated clients declined , while the depth of self - exploration of high - rated clients showed a nonsignificant fluctuation in the same direction. However , with respect to the overall level of functioning at the end of the interview all clients of the high functioning counsellor improved their level of self-exploration while for the low functioning counsellor the depth of self exploration

for both high - and low - rated clients declined. Moreover, it was found that the counsellor level of functioning was not affected by the client level of functioning.

Anderson (1968) investigated the effects of confrontation using high and low functioning counsellors. She found that confrontation by a high functioning counsellor was more frequently associated with increased client depth of self-exploration than was confrontation by a low functioning counsellor. Of interest in both of the above studies is the lack of clarity as to what the authors mean by 'high function' or 'low functioning'. Nowhere is there a clear definition as to what exactly constitutes a high functioning counsellor. This is undoubtedly a weakness of this study.

Findings such as the above and those of other studies have led to several important conclusions about the counselling relationship (Carkuff, 1973) and provide support for the Rogerian approach (Rogers, 1957). Essentially these early studies suggested that the counsellor level of functioning was directly related to client level of functioning, and that it was the former which seemed to cause or at least be a primary factor in determining the clients involvement in the counselling process. Moreover, with respect to the client's level of functioning over time the implications were clear. That is, if a client differentially explores his feelings with high and low functioning counsellors, then it seems likely that

he will tend to move in the relative direction of the rated conditions offered by the representative helper. In general the clients of high functioning counsellors will decline (Carkhuff, 1973).

While the experimental manipulations of counsellor and client functioning have provided interesting insights into the nature of the counselling relationship, there appears to be a lack of strong evidence relating process to outcome. Process is obviously interpreted in the vast majority of these studies as simply change on some continuum. However, from the point of view of the present study process is the dynamic moment-to-moment interaction between counsellor and client from which springs the therapeutic 'effect' which causes the individual to change.

Upon reading many of these studies one gets the distinct feeling that much of the research is too narrow in the sense that it appears to follow one methodological design. The instrument most commonly used is the Truax and Carkhuff scales or variations of them. While it is acknowledged that the constructs measured by these scales are undoubtedly important there appears to be much room for further approaches to analyzing counselling behavior.

The inconsistent results obtained from many studies suggest also the need to look at further instruments or methods which may be worthwhile in objectively analyzing the on-going interaction occurring during the counselling session. By far the majority of investigations reviewed previously, appear to hinge upon the ratings of the participants in the process as they relate to the scales of Truax and Carkuff.

An instrument which seems particularly suitable to the objective analysis of interaction between the counsellor and the client is the Bales' Interaction Process Analysis (I.P.A.). Originally intended as an observational method for the study of the social and emotional behavior of individuals in small groups, it appears extremely suitable for use in a counselling setting. Although its use as an analysis instrument for counselling behavior is rare there have been some studies conducted in this area using I.P.A. These will be reviewed in the following section.

PROCESS STUDIES USING INTERACTION ANALYSIS

Observational interaction studies of counselling by external observers have historically been rare. However, there have been through the years an increasing number of these studies permeating the literature. As early as 1956 Borgatta & Bales reported on an investigation between socioeconomic position and interactive behaviors, as recorded

by observers using the Bales system. The study consisted of 125 males; the S.E.S. and interaction scores for each individual were based upon his scores in different group sessions. An important finding from this study suggested by the author was that the scores obtained for both S.E.S. and interaction could be regarded as general tendencies in the individual subjects and that differences in the S.E.S. position does have consistent behavioral consequences.

A system of content analysis, based primarily on the work of Bales and of Gorlow, Hoch and Teleschou (1952) was used by Rosalind Dym and Cartwright, in a study reported in Gollschalk and Auerbach's Methods of Research in Psychotherapy 1966.

The subjects were four patients; two female patients were given treatment by two male therapists, one a psychoanalyst and the other client - centered; while two males were in treatment with two male therapists of the same orientations. Two of the scales used to assess the process of therapy were designed to capture the kinds of changes each theory predicts should take place in successful treatment. The Rogers and Rablen scale was applied to the first, last and every fifth interview in between with all the patients, and a self - observation scale was constructed to rate the level of functioning of the observing ego, which psychoanalysts say is crucial to insight in treatment. The modification of the Bales scheme by Noble, Ohlsen and Proff (1961)

was used as the theory free measure for categorizing both the therapists and clients verbal behavior. On all of these measures matched clients in different treatments behaved similarly and "reached similar levels of goal relevant behavior". From this study Cartwright concluded:

...these data appear to show that both degree of expression of affect and level of self - observation reached by matched clients during their period of treatment are independent of professed style of being practiced. In all likelihood, the level reached by the client depends more on what he brings to treatment than on the rules of the game being followed by the therapist (Gottschak and Auerbach, 1966)

Steen (1974) reported on a study concerned with systematically investigating the behavior of three counsellors using Bales' Interaction Process Analysis. Her purpose was to determine whether there was any difference in behavior of various counsellors, using a variety of counselling approaches. The counselling cases investigated by Steen were those presented in the film Three Approaches to Psychotherapy. The particular film is a record of a client being interviewed sequentially by three therapists, Fritz Pearls, Albert Ellis and Carl Rogers. Using Bales' system, each counsellor was found to be generally consistent with his own theory. An inconsistency was found however, between

Carl Roger's theory and the high level of anxiety indicated by the I.P.A.

In discussing some implications from this study Steen emphasises that one of the major problems in research in counselling is the lack of precision which she claims can only be achieved through study of the ongoing process, but these process variables must be rigorously related to outcome variables. She further mentions the need for a detailed analysis of the ongoing counselling process.

Summary.

In review then Roger's client-centered theory provides a framework in which a large amount of counselling is conducted. It becomes clear from an analysis of this theory that there are some specific observable behaviors which a counsellor using a client-centered approach should exhibit, if he is to be truly consistent with theory.

In light of the amorphous nature of many of the research studies in counselling which appear to be based on assessment with the scales developed by Truax and Carkuff, there appears to be a need to look towards other instruments, which may in fact, provide some new insights into the counselling process. The Bales' Interaction Process Analysis (I.P.A.) appears to be such an instrument.

The study of the moment-to-moment "'process'" as opposed to "'process'" (or change) commonly referred to in most counselling research seems to be an area warranting further investigation. Such a dynamic process, cannot adequately be captured in the traditional way by using pre-established scales, but warrants investigation through an observational instrument such as I.P.A.

Since all counsellors tend to operate out of a pre-set or pre-determined framework, it should be possible, after extrapolating from theory to accurately assess the consistency of a counsellor with a given theory, through the generation of various hypotheses which can be empirically verified.

Since the stated theoretical approach of the counsellor under investigation was client-centered in nature, the following hypotheses are suggested for empirical investigation. Questions pertaining to each hypothesis are stated in advance followed by the hypothesis in null form.

HYPOTHESES

Question 1.

Is the counsellors behavior consistent with a client-centered approach as exemplified by Carl Rogers?

Hypothesis 1.

There is no significant difference in frequency scores of each category on the I.P.A. between the counsellor

and Carl Rogers in his counselling of Gloria.

Question 2.

Is the counsellor congruent ?

Hypothesis 2.

There is no significant difference in category scores within the socia-emotional area on the I.P.A. between the counsellor and Carl Rogers in his counselling of Gloria.

Question 3.

Does the therapist demonstrate empathy for the client ?

Hypothesis 3.

There is no significant difference in the category scores in the task area on the I.P.A. between the counsellor and Carl Rogers' counselling of Gloria.

CHAPTER III

RESEARCH DESIGN AND PROCEDURE

Sample

The subjects for this study were three different clients who were attending regular counselling sessions at the Education Clinic , Faculty of Education. Each of these clients was seen individually by the same counsellor on a weekly basis. The counsellor with whom this study is primarily concerned had, prior to the commencement of these counselling sessions , decided to use a client-centered approach as the main theoretical approach in working with each client regardless of the presenting problem . Prior to the commencement of this study signed permission was granted from each subject for the use of audio and video tapes to be made of each counselling interview.

Procedure

Each client attended the Education Clinic for one counselling session per week, with each interview lasting approximately forty minutes. Attendance days were usually Tuesday, Wednesday and Thursday afternoons from 2.00p.m. to 3.00 p.m. Each client was seen by the same counsellor on each occasion. Both audio and video tapes of each session were made. Video tape quality proved to be poor but nevertheless was used in analyzing those non-verbal behaviors of importance. The total taped data consisted of 24 taped counselling interviews (eight each)

The decision on what sections of tape to code was made by using a table of random numbers. Applying this procedure the following numbers were generated ; 60 , 230 , 150 , 300 , 90 , 180 . These random numbers subsequently became the points at which coding of the tapes began. Each tape was then run to that point and coded from that point for 5 minutes. Thus, the tapes were analyzed as follows ;

Client 1 (Tape 1).....Began coding at 60..continue for 5 minutes

Client 1 (Tape 2).....Began coding at 230..continue for 5 minutes

Client 2 (Tape 1).....Began coding at 150..continue for 5 minutes

Client 2 (Tape 2).....Began coding at 300..continue for 5 minutes

Client 3 (Tape 1).....Began coding at 90..continue for 5 minutes

Client 3 (Tape 2).....Began coding at 180..continue for 5 minutes

The taped segments were then coded by two independent trained raters, including the author. As well, codings were checked on one tape by a professor from the department of Educational Psychology who was familiar with I.P.A. For the purpose of this research study, a typewritten transcript was prepared from the tape. Coding was effected by means of this transcript and tape. Transcripts of the three counselling sessions are provided in Appendix. C.

Interrater Reliability

Interrater reliability was assessed between the two raters using Scott's coefficient (Flanders, 1966).

Interrater reliability was found to be in the range of .70 to .83 , with the average being .76 (Flanders, 1966, p 16). Correlations tables of interrater reliability obtained from this study are presented in the Appendix. Following this, the percentage of acts in each category (expressed as a percentage of that individuals total output) were calculated for both the counsellor and client.

Analysis of Data.

Since the nature of the data being used in this study was nominal, it was felt that a non-parametric procedure would be adequate in answering questions posed by the study. Basically, the data emanating from the I.P.A. is that in which a symbol is used to represent a category or classification of behavior. Siegel (1966) supports the authors decisions when he says

Under certain conditions we can test hypotheses regarding the distribution of cases among categories by using the nonparametric statistical test Chi Square.these are appropriate because they focus on frequencies in categories i.e. on enumerative data (p 23).

Using the data as described from this study, a Chi Square Goodness of Fit test was applied to further data obtained from Carl Rogers' counselling of Gloria (Table II). This information was extracted from the film : Three Approaches to Psychotherapy.

Since a basic purpose of the study was to analyze and describe significant behaviors of a counsellor, a graphic representation of the profiles for the therapist, with each of the three clients was also constructed in order to provide a clear precise description of the moment to moment interaction.

RESEACH MATERIAL AND INSTRUMENTS

(a) The Film : Three Approaches to Psychotherapy

This film series was produced in 1965 by Everett Shostrum, President, Psychological Films, California, U.S.A. A client (Gloria) is shown being interviewed by three different therapists; Fritz Pearls, founder of Gestalt Therapy; Albert Ellis founder of Rational-Emotional Therapy; and Carl Rogers founder of Client-Centered Therapy. Since I.P.A. data was available for Carl Rogers, it was used for comparison purposes with the data obtained from the counsellor in this study.

(b) Bales' Interaction Process Analysis (I.P.A.)

Interaction process analysis is an observational method for the study of the social and emotional behavior of individuals in small groups, their roles and status structure, and changes in these over time (Bales, 1970, p 456). In most cases it is employed to estimate the relative strength of various underlying determinants of overt behavior. It accomplishes this by

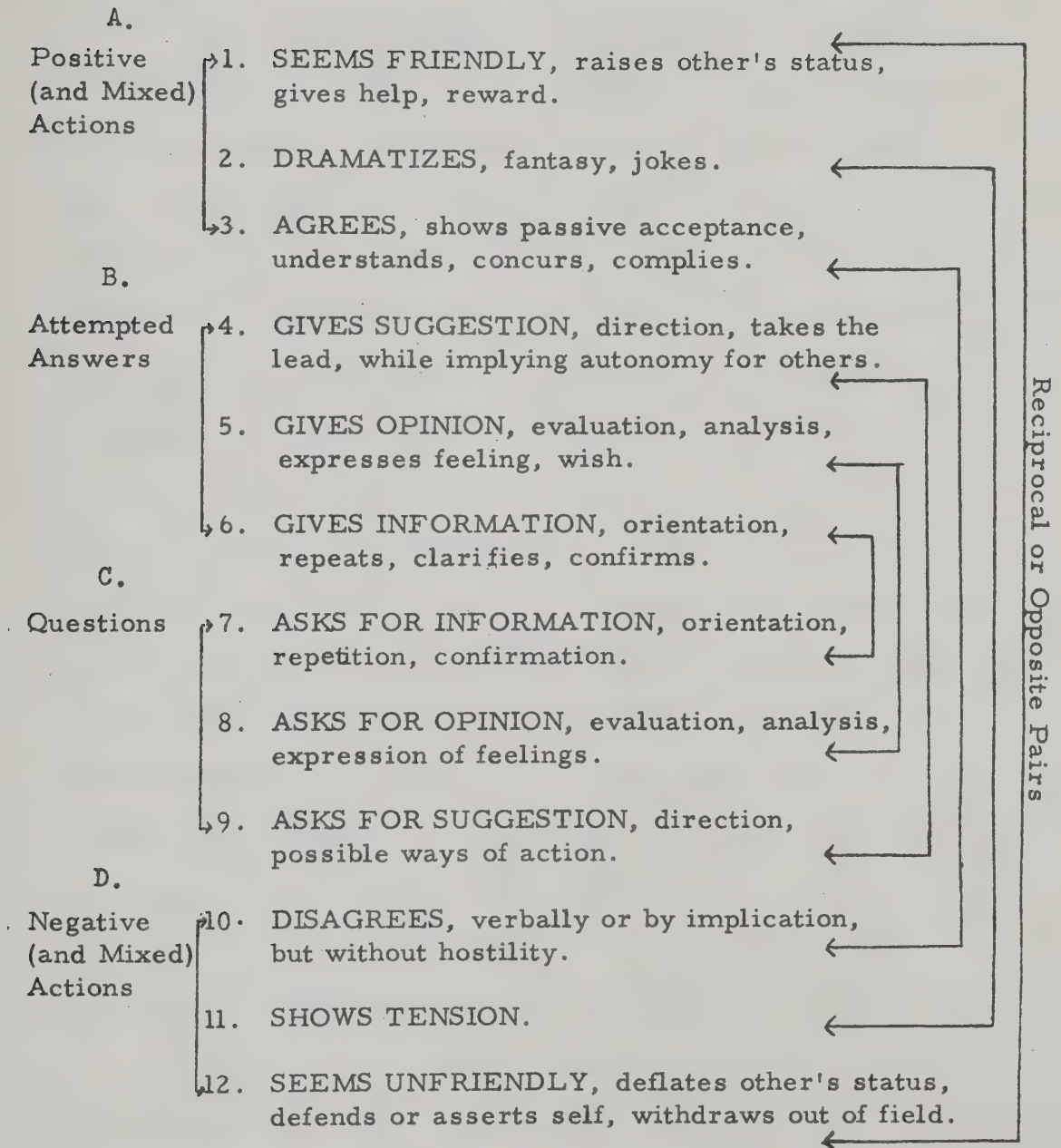
abstracting from the observation the subject matter (what is talked about) and focuses attention upon the form of the behavior and the changing patterns of action and reaction among individuals by which the content is communicated. Table 1 indicates the various categories within I.P.A.

Bales' initial interest in developing a category system of interaction analysis was theoretical and general at first. Bales' very succinctly sums up its original purpose as;

Designed to produce theoretically relevant measures for all sorts of small groups, thus encouraging the development of empirical norms (Bales, 1968, p457).

Basic structural characteristics and dynamic processes one would expect to find in small groups were formulated as were hypotheses concerning the relationships between various aspects of small group structure and process. In order to test these hypotheses it was believed desirable to develop a method involved which would be sufficiently generalized to apply to a large variety of small groups. What resulted was a way of classifying direct, face-to-face interaction as it takes place, act-by-act in small groups. Interaction Process Analysis : A Method for the Study of Small Groups (1950) was the result of Bales initial work and contains a description of I.P.A. as well as a complete explanation of its theoretical framework, methods of observation, training, and of appraising

TABLE 1

Categories for Interaction Process Analysis

observer reliability, method of analysis and interpretation using I.P.A.

Bales (1970) emphasises the importance of training. For an observer to record an interaction sequence without seriously missing a significant number of acts he must have a high degree of training as well as a full understanding of the rationale which underlies the categories. The reliability of scoring clearly depends on the training of the observer. Anderson (1972) quotes Bales' statement that about one hundred hours of training is necessary to become a skilled observer. A training procedure involves working in teams of two or more. Most of the training occurs while viewing live small group interaction. However the use of video and audio tape is also recommended, as it allows for playback and consequent discussion. An experienced observer should be on hand while training is in progress (Bales 1970). In his most recent book Bales gives a comprehensive outline of the methods to be used in analyzing interpersonal behavior. This includes acts according to priority rules and interpretation of the data.

Preparation in terms of training for this research study consisted of the author, plus his fellow rater completing a half term course, in which Bales' Interaction Process Analysis system was taught. Classes consisted of discussion centered around Bales' I.P.A. as well as participation in

group analysis sessions in which the author was at one time a coder then a participant. In total hours this amounted to approximately 40 hours. The author also individually undertook the coding of each of his own counselling tapes (audio). While it was acknowledged that this is not the best method of training, it did assist the author in gaining further experience with Bales' I.P.A. Further training occurred by way of a reading course taken under the direction of a professor familiar with Balsian theory. The author coded classroom teaching behavior of various student teachers. It is roughly estimated that 90 to 100 hours of training was obtained by the author and fellow rater.

Bales (1950) in his early work operationally defined a "small group", the situation for which I.P.A. would be suitable as;

...any number of persons engaged in interaction with each other in a single face-to-face meeting or series of meetings in which each member receives some impressions or perceptions of each other so that he can either at the time or in later questioning, give some reaction to each of the others as an individual person, even though it be only to recall that the other was present (p 33).

This definition delimits the use of the I.P.A. but illustrates clearly that it would be an adequate instrument for the analysis of interaction between two

people such as in a counselling situation. It appears that Bales has precisely and unambiguously defined the universe of behaviors which the I.P.A. is meant to analyze and that I.P.A. is quite adequate and probably among the best instruments for analyzing interaction in a counselling setting.

(C) Bales' Social Psychological Directions.

The frame of reference to be applied to measures obtained from the interaction process analysis consists of a three-dimensional 'social psychological space'. The first dimension is concerned with power, dominance, ascendance or individual prominence of the person as perceived by the evaluator: This is the vertical(↑) dimension - 'upward' U signifying power dominance, - 'downward' D power decrease.

The second dimension is concerned with the pleasant or unpleasant quality of feeling aroused by the person 'positive' P signifies a pleasant feeling, one of acceptance and liking, while a 'negative' N evaluation arouses an unpleasant feeling, one of rejection and disliking. This dimension is conceptualized as running from right to left and is horizontal (← →)

The third dimension is concerned with the contribution of the person to the performance of the task at hand and the achievement of goals. The direction toward achievement of group goals is said to be forward direction. Any

direction away from achievement of group goals is 'backward'. The conception of three independent dimensions, or scales along which any person or any act within the group may be given a position by the social evaluation of group members is a useful basis for classifying positions within the group and direction of motivational movement, types of values, types of acts, types of roles etc (Bales, 1968; Oddie, 1976; Matheson, 1973).

There are at least three measures which can be obtained from the raw data; an interaction profile, an interaction matrix and phase movements. An interaction profile is an array of the rates of activity in each category. An interaction matrix is a tabulation of the number of acts addressed by one individual to the other. Phase movements occur under certain conditions of organization, for example, when there is a clear cut but complex task or decision to be arrived at within a given session.

For the purpose of this study an interaction profile and an interaction matrix was plotted for the counsellor and each client.

COLLECTION OF DATA

Data collection for this study extended over a three month period from January to March inclusive. All counselling sessions were conducted in the counselling rooms of the

Clinical Services Division.

Data was collected on Memorex low noise c-60 and c-90 audio tapes provided by the clinic.

CHAPTER IV

DATA ANALYSIS

This chapter basically will present and examine the data obtained from the study by using Bales' I.P.A. as an instrument for the analysis of counsellor-client behaviors during the various counselling sessions held.

The I.P.A. data obtained from this study was compared with that previously obtained for Carl Rogers in the counselling of Gloria. Information and data obtained from the present study will be presented under the following headings;

- 1) Summary of Bales I.P.A. data for Carl Rogers.
- 2) Summary of Bales I.P.A. data for the counsellor.
- 3) Chi Square Goodness of Fit Test.
- 4) Summary of Bales I.P.A. data for three clients.
- 5) Summary.

SUMMARY OF BALES' I.P.A. DATA FOR ROGERS

Steen (1974) in a study comparing the counselling styles of Fritz Pearls, Carl Rogers and Albert Ellis by way of a Bales' I.P.A. analysis found Rogers to be generally consistent with his theory in all regards except that an increased amount of tension was demonstrated in his interaction with the client.

Observation of Table 2 indicates some of the specific behaviors demonstrated by Rogers in his counselling. For Rogers' the percentage of 'acts' in the task area was generally very low. In the social - emotional area category 1 (Seems friendly) and category 3 (Agrees) tended to be high, which would be consistent with his stated client-centered approach, since he is more concerned with feelings than with factual answers. In the task area, category 5 (Gives opinion) and category 7 (Asks information) are low, as are category 8 (Asks opinion) and category 9 (Asks suggestion).

It is against this matrix of frequencies for Rogers that the counsellor in the present study was compared. Comparison was made both by descriptive analysis and empirical test. For the readers convenience Figure 1 presents a summary of Bales' I.P.A. categories. Since specific mention is frequently made throughout this chapter to these various categories of interaction it was felt desirable at this point to provide a diagrammatic illustration to assist in interpreting the interaction to be discussed in subsequent pages.

SUMMARY OF BALES' I.P.A. DATA FOR THE COUNSELLOR

An analysis of the data obtained from this study tends to indicate some differences in the counsellors behavior with those of Rogers. The social-emotional area is illustrative. Category 2 (Dramatizes) shows a slight trend towards a high score (15.8) although not as high as Rogers (39.4) which, as we can observe from Table 2 shows over 100% more acts in this category.

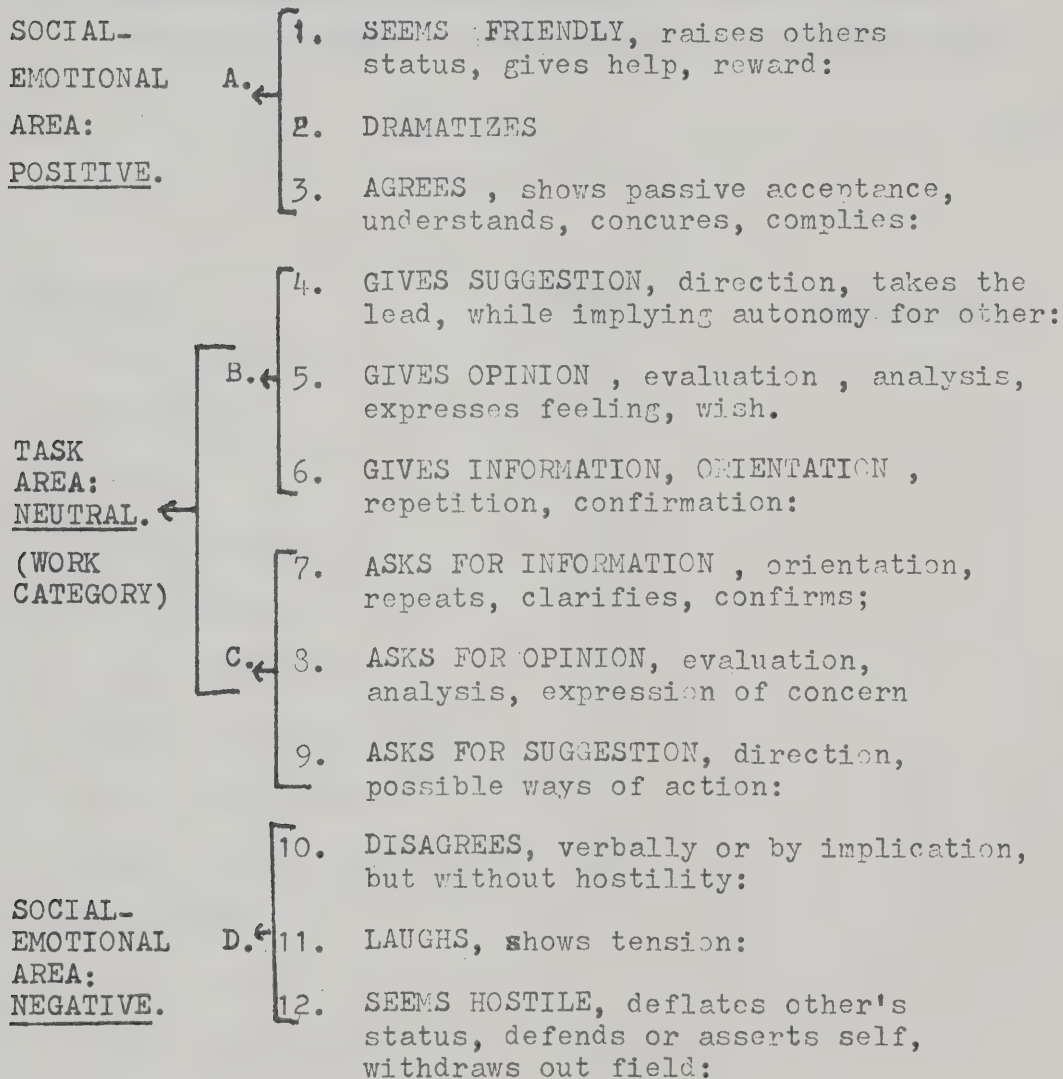
Category 10 and Category 12 both show a trend towards very low scores which is as expected and to some extent shows a consistency with Rogers.

However there are many interesting comparisons which appear from the data. Within the task area, Category 5 (Gives Opinion * 17.4) and (Category 6 (Gives Information * 24.3) shows a consistently high trend across all clients, as compared with Rogers 4.4 and 7.5 acts respectively. This trend is unexpected of a counsellor using a 'client - centered approach and appears to indicate a tendency towards control of the counselling interview. Since a client-centered approach would tend to center on 'feelings' rather than on facts, there appears to be an indication that the counsellor was not being consistent with theory as evidenced from the large percentage of opinion and information he provides. Extrapolating one step further from the data we can clearly see that these large percentages would also tend to indicate that the counsellor himself spent more time talking than listening to the client which provides further evidence of a discrepancy with theory.

In subsequent discussion with the counsellor following the interview he discussed his ambivalence at what he perceived to be continual streams of fantasy being brought up in some interviews. This ambivalence

THE ANALYSIS OF BEHAVIOR : BALES' I.P.A. SYSTEM

All behavior, verbal or non-verbal, is observed and classified in one of the twelve categories below :



REACTIONS

- A. Positive Reactions.
- B. Attempted Answers.
- C. Questions.
- D. Negative Reactions.

Figure 1.

BALES INTERACTION PROCESS ANALYSIS CATEGORIES

TABLE II

SUMMARY OF BALES CODING FOR ROGERS COMPARED
WITH PERCENTAGE OF TOTAL ACTS FOR THE COUNSELLOR.

<u>Category</u>	<u>Rogers.</u>	<u>Counsellor.</u>
1. Seems friendly.	6.9	2.4
2. Dramatizes.	39.4	15.8
3. Agrees.	6.4	6.5
4. Gives Suggestion.	9.8	5.8
5. Gives Opinion.	7.8	17.4
6. Gives Information.	8.5	24.3
7. Asks for Information.	.6	6.1
8. Asks for Opinion.	1.0	1.5
9. Asks for Suggestion.	.2	1.9
10. Disagrees.	.4	.2
11. Shows Tension.	7.0	16.8
12. Seems Unfriendly.	1.8	.4
Total number of acts	437	392

TABLE III

SUMMARY OF BALES CODINGS FOR COUNSELLOR
SHOWN AS A PERCENTAGE OF TOTAL ACTS WITH EACH CLIENT

<u>Category</u>	<u>Counsellor</u> (with Client 1)	<u>Counsellor</u> (with Client 2)	<u>Counsellor</u> (with Client 3)	<u>Average</u>
1.	1.8	2.4	3.1	2.4
2.	20.7	19.0	7.6	15.8
3.	9.0	7.3	3.3	6.5
4.	2.7	9.8	5.0	5.8
5.	18.0	14.7	19.5	17.4
6.	28.8	19.6	24.5	24.3
7.	2.7	6.1	9.3	6.1
8.	1.8	1.2	1.6	1.5
9.	1.8	1.2	2.3	1.9
10.	-	.6	-	.2
11.	12.6	16.6	21.2	16.8
12.	-	1.2	-	.4
Total Acts	111	163	118	

(See Appendix for total number of acts with each client)

on the part of the counsellor appears , on the basis of the data to have resulted in two things happening , which appears accurately reflected by the Bales' I.P.A. data:

- 1) An increase in the 'shows tension' category for the counsellor.
- 2) An increase in the 'gives suggestion' and 'gives opinion' category.

This tends to reflect a desire on the counsellors part to take more control over the counselling interview , reflecting a slight uneasiness with the counselling interaction at various stages . These facts as illustrated, were later confirmed by the counsellors own statements. Nevertheless this behavior seems quite incompatible with a client - centered approach and certainly based on the data , is quite different from Rogers' reaction. The empirical question of whether it is significantly different will be addressed next.

CHI SQUARE GOODNESS OF FIT TEST.

Table IV indicates results from the Chi/Square analysis. Using the actual raw data obtained , the acts for each category were totalled and compared with Rogers' data , which were also converted into raw score data. Results indicate a significant difference between the two frequencies ($\chi^2 = 500.48$; $p < .001$), suggesting that the observable behavior of the counsellor in the

TABLE IV

SUMMARY OF CHI SQUARE GOODNESS OF FIT ANALYSIS

<u>Category</u>	<u>Observed</u>	<u>Expected</u>	<u>(O-E)²</u>
	<u>Frequencies</u>	<u>Frequencies</u>	<u>E</u>
	(Counsellor)	(Rogers)	
1.	12	27	8.30
2.	63	154	53.77
3.	26	26	0
4.	25	38	4.44
5.	67	31	41.80
6.	93	33	109.09
7.	24	2	242.00
8.	6	4	1.00
9.	7	1	36.00
10.	1	2	.50
11.	66	67	.01
12.	2	7	3.57
	392	392	500.48

Calculated Chi Square 500.48 d.f. 11.

Significantly different at the $p < .001$ level.

study was significantly different from Rogers.

A copy of the transcripts of each counselling session studied is provided in the Appendix and provides good evidence of where some of the 'significant differences' lie. They appear to occur in the control exemplified by the counsellor as illustrated by high scores in category 5 and 6. This provides further evidence to confirm the point that the counsellors' style was quite different from Rogers and therefore fundamentally the counsellor was not operating in a client - centered manner.

An extract of raw data demonstrates the control on the part of the counsellor as reflected in the I.P.A. analysis. We see in this extract a digression from a client-centered approach, where the counsellor is quite direct and specific; giving opinion, giving suggestions, with little evidence of reflection or empathic feeling. There is also an indication of tension and a desire to get things moving in the counselling situation.

Therapist (Counsellor) Just want to get clear, what kind of writing are you taking about?

Client I don't know.....like ...um....

Counsellor Like I'm thinking in terms of journalism..... there's all kinds of different writing as you probably know. There's just straight reporting.....um there's kinds of editorial writing, there's column type comment writing.....um there's sports magazine writing.....

Client I think maybe creative writingyou know.. or else maybe interviewing in terms of people and stuff like that.

Counsellor So its that kind of side of things generallykind of creative writing.....Writing books , journalism , writing stories about peoples lives.....Good.. I just want to know.

To further supplement the Chi Square analysis , tables V,VI,VII, and figure 1 presents both descriptive and graphic data of the profiles obtained by the counsellor based on Bales analysis. These tables and graphs confirm the large amount of interaction occurring in categories 5 and 6 , and provide further support of a significant difference in the observed counselling behavior between the present counsellor and Carl Rogers.

Data from tables V,VI,VII lends support to the suggestion of incongruity in the counsellor. Rogers (1967) regards congruence as the most critical and important quality in the counsellor . He states that if the counsellor experiences negative feelings towards his client it is preferable for him to be real , rather than put up a facade. Tables V, VI, VII indicate quite clearly the large percentage of tension in the counsellor which occurs with every client , which logically leads to the conclusion that what he is experiencing inside is not present in his awareness. This raises serious questions about the congruence of the counsellor.

TABLE V

SUMMARY OF BALES CODING FOR COUNSELLORWITH CLIENT 1.

Category	<u>Client 1</u>	<u>Client 1</u>	<u>Total</u>
	(Tape 1)	(Tape 2)	
1. Seems friendly.	-	2	2
2. Dramatizes.	17	6	23
3. Agrees.	1	9	10
4. Gives Suggestion.	1	2	3
5. Gives Opinion.	11	9	20
6. Gives Information.	21	11	32
7. Asks for Information.	2	1	3
8. Asks for Opinion.	2	-	2
9. Asks for Suggestion.	1	1	2
10. Disagrees.	-	-	-
11. Shows Tension.	10	4	14
12. Seems Unfriendly.	-	-	-
Total number of acts	<u>66</u>	<u>45</u>	<u>111</u>

TABLE VI

SUMMARY OF BALES CODINGS FOR THE COUNSELLOR
WITH CLIENT 2.

Category	<u>Client2</u>	<u>Client 2</u>	<u>Total</u>	<u>% of Total</u>
	(Tape 1)	(Tape 2)		
1. Seems friendly	-	4	4	2.45
2. Dramatizes	24	7	31	19.01
3. Agrees	7	5	12	7.36
4. Gives Suggestion	2	14	16	9.81
5. Gives Opinion	11	13	24	14.72
6. Gives Information	9	23	32	19.63
7. Asks for Information	3	7	10	6.13
8. Asks for Opinion	-	2	2	1.22
9. Asks for Suggestion	2	-	2	1.22
10. Disagrees	-	1	1	0.16
11. Shows Tension	9	18	27	16.56
12. Seems Unfriendly	1	1	2	1.22
Total number of acts	68	95	163	

TABLE VII

SUMMARY OF BALES CODINGS FOR THE COUNSELLORWITH CLIENT 3.

<u>Category</u>	<u>Client 3</u> (Tape 1)	<u>Client 3</u> (Tape 2)	<u>Total</u>	<u>% of Total</u>
1. Seems friendly.	-	6	6	3.19
2. Dramatizes.	5	4	9	7.62
3. Agrees.	3	1	4	3.38
4. Gives Suggestion.	3	3	6	5.08
5. Gives Opinion	12	11	23	19.48
6. Gives Information.	10	19	29	24.57
7. Asks for Information.	7	4	11	9.32
8. Asks for Opinion	1	1	2	1.69
9. Asks for Suggestion	-	3	3	2.54
10. Disagrees.	-	-	-	-
11. Shows Tension.	14	11	25	21.18
12. Seems Unfriendly.	-	-	-	-
Total number of acts	55	63	118	

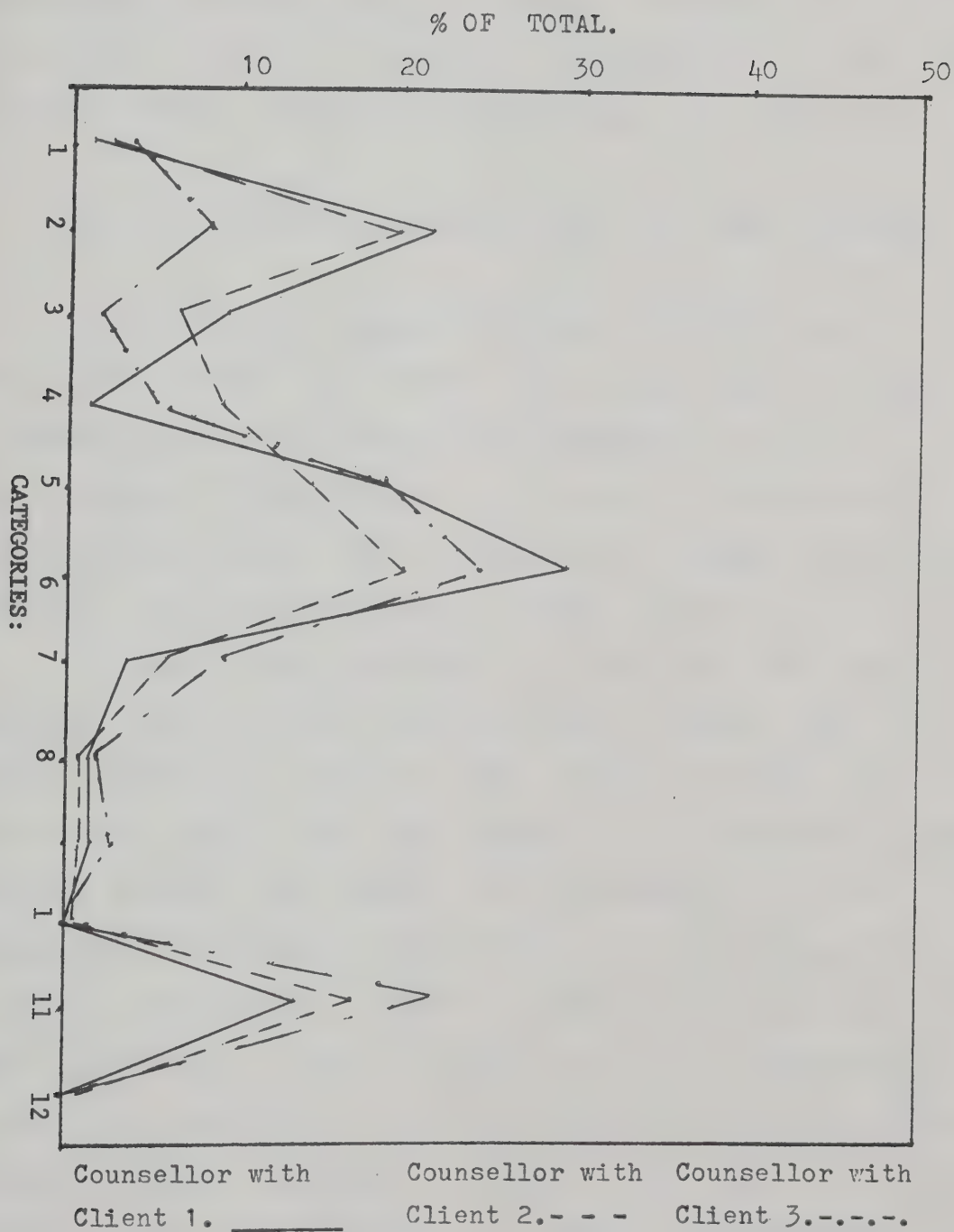


Figure 2.

Graph of counsellor interaction with three different clients

The counsellor , in order to be consistent with his theoretical model needs to be a lot less task-oriented. Specifically, he would need to lessen the amount of information he gives ; the amount of questions he asks while to a lesser extent giving less suggestions and opinions.

ANALYSIS OF BALES' CODINGS FOR THE THREE CLIENTS.

The primary purpose of this research was to objectively observe and record the significant behaviors of a counsellor in order to see if the counsellors behaviors were similar to Carl Rogers. As a further investigation of this question it was felt necessary to examine in some detail reactions that occurred in the three clients.

Results as indicated by Table VIII show the averaged number of acts over all three clients. The Bales' codings for each of the clients reveals the interesting point that there appears to be a somewhat reciprocal reaction within each client to the behaviors of the counsellor. Categories 2 (Dramatizes), 5 (Gives Opinion) , 6 (Gives Information) and 11 (Shows tension) all tend to be high , which coincides with the counsellors profile as illustrated by figures II, III, and IV . This provides further evidence to suggest that each client responded in kind to the counsellor. A graphic representation of each clients behavior profile with the counsellor (Figures II, III, and IV , illustrates this point clearly.

SUMMARY OF BALES CODINGS FOR THE THREE CLIENTS EXPRESSED
AS A PERCENTAGE OF TOTAL ACTS.

Category	Client 1	Client 2	Client3	Ave
1	1.28	.48	.56	.77
2	33.97	26.20	19.20	26.4
3	19.87	13.10	11.86	14.9
4	-	2.42	4.50	3.4
5	3.20	15.53	12.13	10.38
6	14.10	12.13	16.38	14.20
7	7.69	.48	-	4.08
8	1.28	8.25	1.69	3.74
9	.64	.48	-	.56
10	-	.48	2.25	1.36
11	17.94	18.93	31.07	22.64
12	-	1.46	-	1.46
Total acts	156	206	177	

(See Appendix for total number of acts)

TABLE IX

SUMMARY OF BALES CODINGS FOR CLIENT 1.

<u>Category.</u>	<u>Client 1.</u>	<u>Client 1.</u>	<u>Total Acts</u>	<u>% of Total.</u>
	(Tape 1)	(Tape 2)		
1.Seems friendly.	-	2	2	1.28
2.Dramatizes.	18	35	53	33.97
3.Agrees.	19	12	31	19.87
4.Gives Suggestion.	-	-	-	-
5.Gives Opinion.	5	-	5	3.20
6.Gives Information.	15	7	22	15.10
7.Asks for Information.	-	12	12	7.69
8.Asks for Opinion.	2	-	2	1.28
9.Asks for Suggestion.	-	1	1	.64
10.Disagrees.	-	-	-	-
11.Shows Tension.	12	16	28	17.94
12.Seems Unfriendly.	-	-	-	-
Total number of acts	71	85	156	

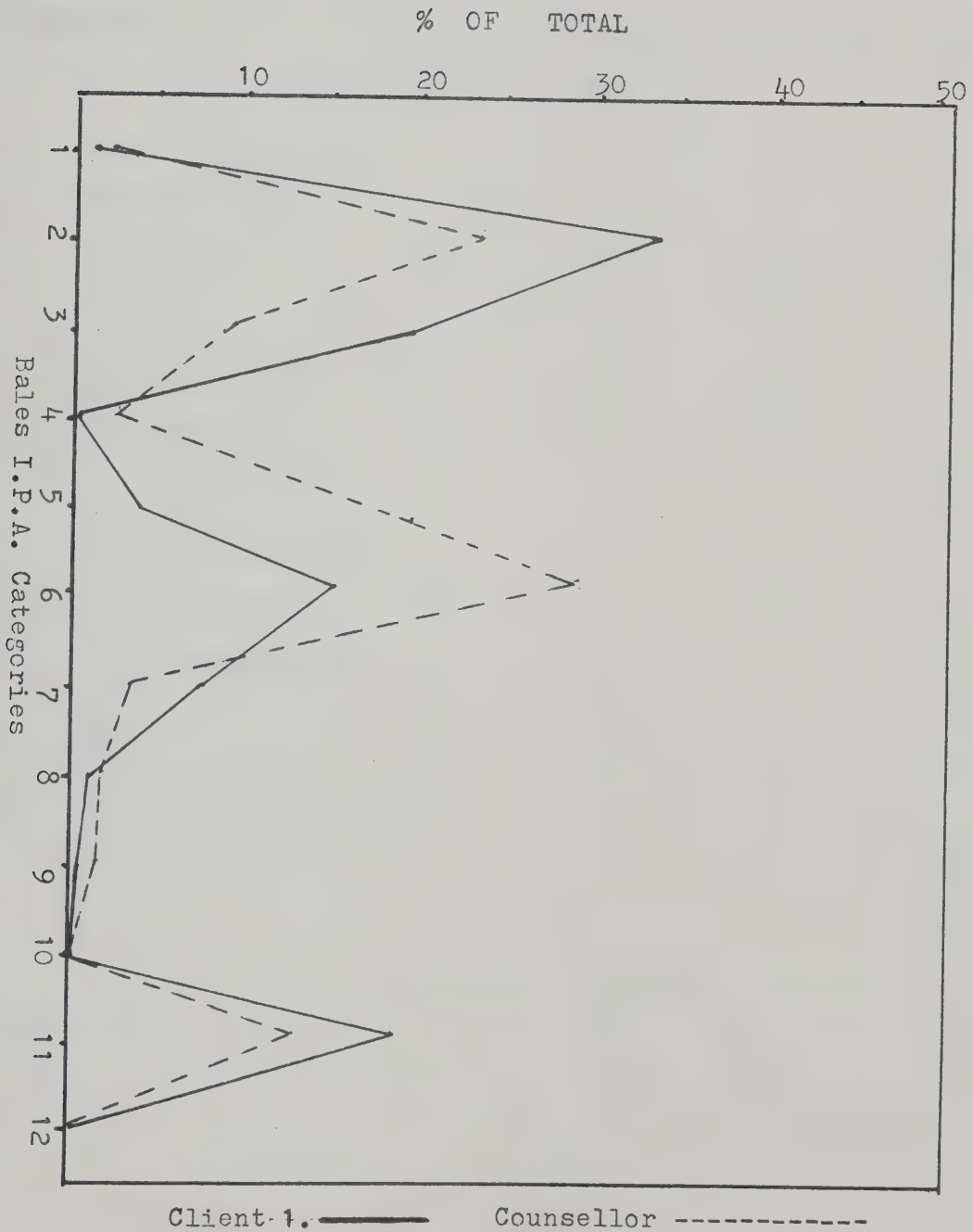


Figure 3

Interaction profile obtained by client 1.

TABLE X

SUMMARY OF BALES CODINGS FOR CLIENT 2.

<u>Category.</u>	<u>Client 2.</u>	<u>Client 2.</u>	<u>Total Acts.</u>	<u>% of Total.</u>
	(Tape 1)	(Tape 2)		
1. Seems Friendly.	1	-	1	.48
2. Dramatizes.	47	7	54	26.20
3. Agrees.	14	13	27	13.10
4. Gives Suggestion.	3	2	5	2.42
5. Gives Opinion.	19	13	32	15.5
6. Gives Information.	17	8	25	12.13
7. Asks for Information.	1	-	1	.48
8. Asks for Opinion.	12	5	17	8.25
9. Asks for Suggestion.	-	1	1	.48
10. Disagrees.	-	1	1	.48
11. Shows Tension.	19	20	39	18.93
12. Seems Unfriendly.	3	-	3	1.45
Total number of acts	136	70	206	

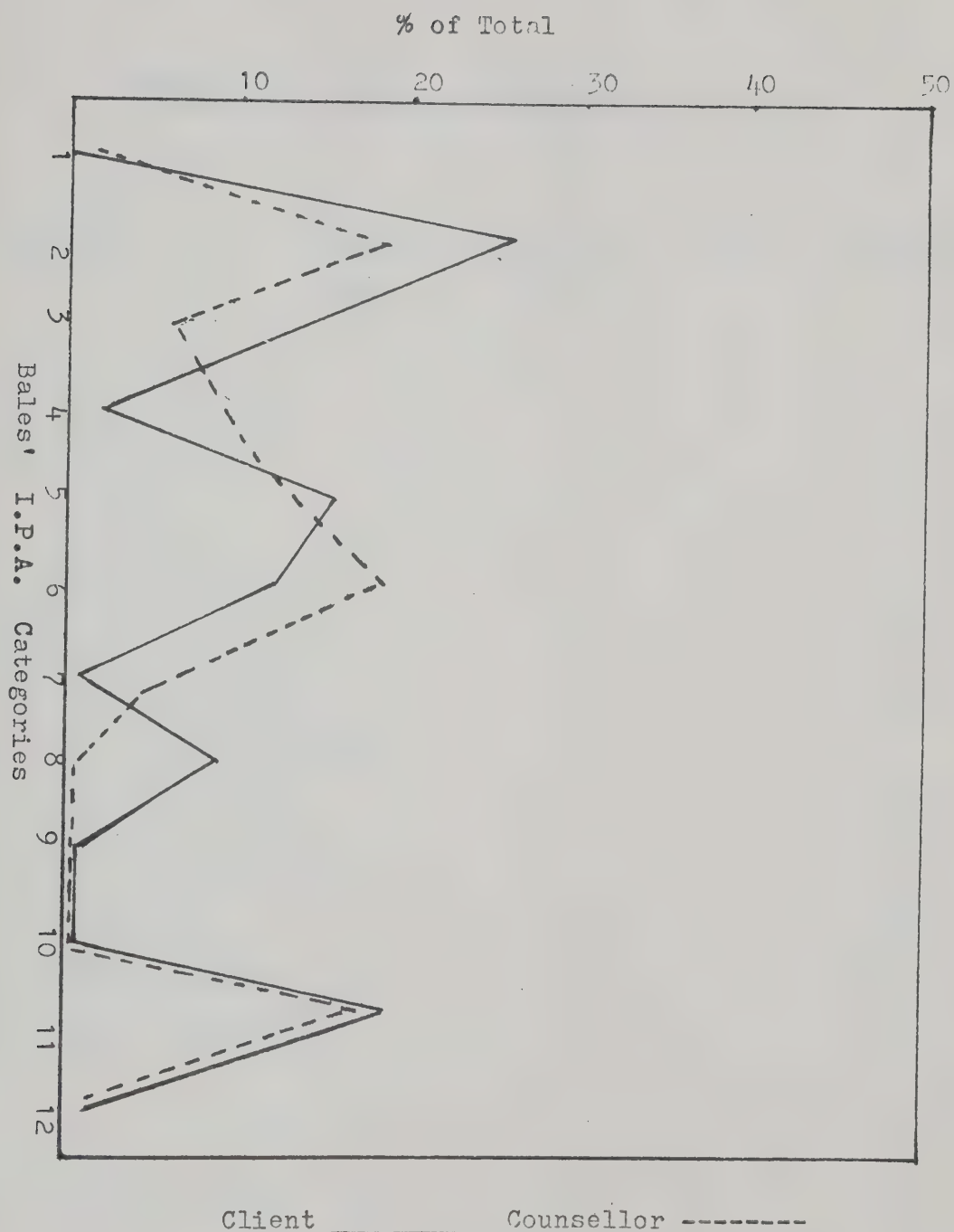


Figure 4

Interaction profile obtained by client 2.

TABLE XI

SUMMARY OF BALES CODINGS FOR CLIENT 3.

<u>Category.</u>	<u>Client 3.</u> (Tape 1)	<u>Client 3.</u> (Tape 2)	<u>Total.</u>	<u>% of Total.</u>
1. Seems friendly.	1	-	1	.56
2. Dramatizes.	25	9	34	19.20
3. Agrees.	14	7	21	11.86
4. Gives Suggestion.	6	2	8	4.51
5. Gives Opinion.	6	16	22	12.42
6. Gives Information.	20	9	29	16.38
7. Asks for Information.-	-	-	-	-
8. Asks for Opinion.	2	1	3	1.69
9. Asks for Suggestion.	-	-	-	-
10. Disagrees.	1	3	4	2.25
11. Shows Tension.	45	10	55	31.07
12. Seems Unfriendly.	-	-	-	-
Total number of acts	120	57	177	

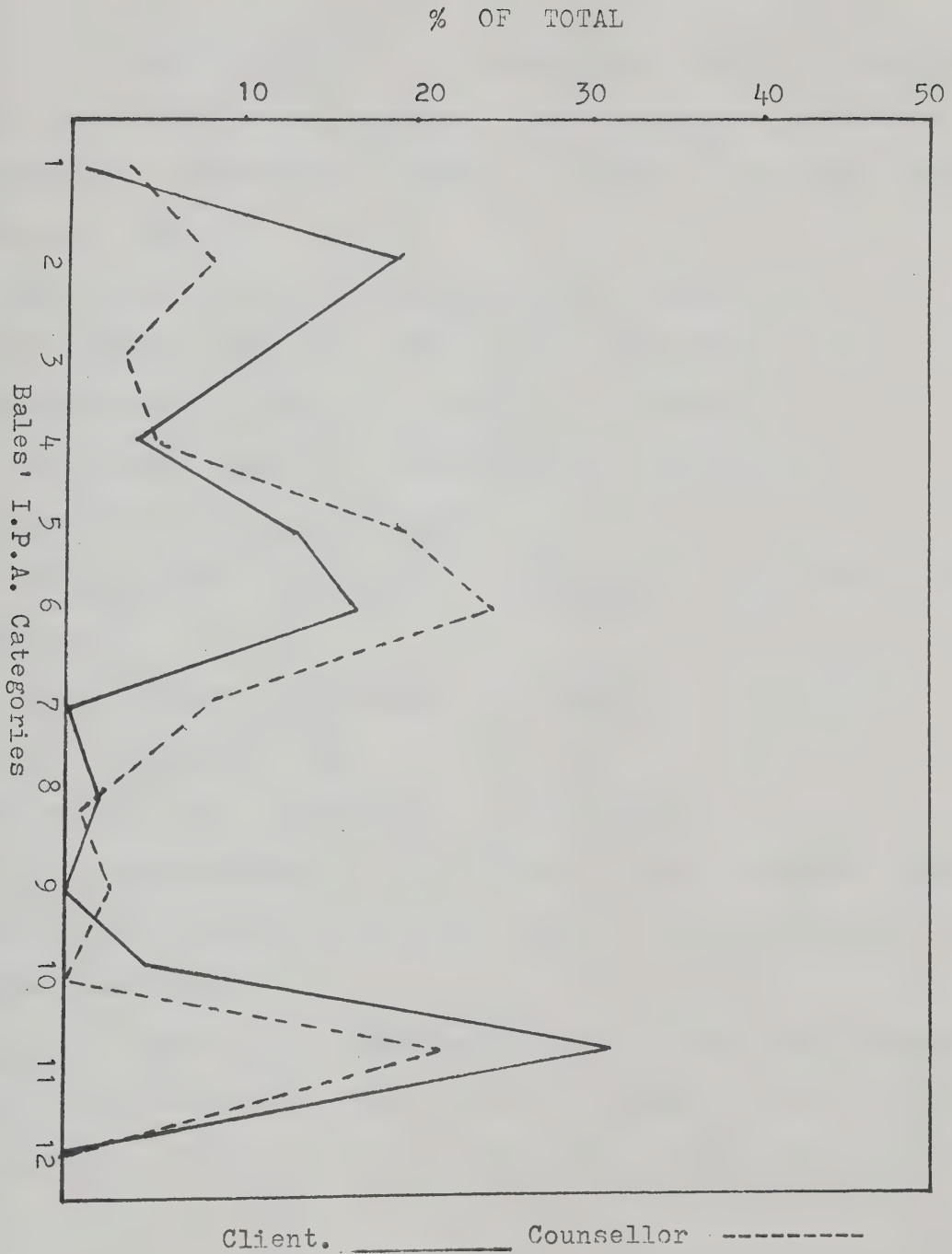


Figure 5.

Interaction profile obtained by client 3

Rogers (1957) in a theoretical statement indicated what he termed 'the necessary and sufficient conditions of therapeutic personality change'. Client - centered theory requires that ;

- 1) Two persons are in psychological contact.
- 2) The first , whom we shall term the client , is in a state of incongruence , being vulnerable or anxious.
- 3) The second person , the therapist , is congruent or integrated in the relationship.
- 4) The therapist experiences unconditional positive regard for the client.
- 5) The therapist experiences an empathic understanding of the client's internal frame of reference and endeavours to communicate this experience to the client.
- 6) The communication to the client of the therapists empathic understanding and unconditional regard is to a minimal degree achieved.

No other conditions are necessary. If these six conditions exist, and continue over a period of time, this is sufficient. The process of constructive personality change will follow.

In analyzing the clients reactions in terms of these stated conditions, it would appear that many conditions have not been met , in the sense Rogers intended. This seems particularly true in the social emotional area where Bales' I.P.A. data indicates a relatively high percentage

of tension and fantasy on the part of both the client and the counsellor.

SUMMARY

The data analysis has provided evidence that the counsellors behavior as exemplified by the Bales' I.P.A. analysis is significantly different from that exemplified by Carl Rogers in his Counselling of Gloria.

The counsellor in this study tended to be much more task oriented than Carl Rogers and it seemed to be this particular aspect that contributed to the differences as they were observed. This was reflected in the large amount of interaction occurring in categories 5, 6 and 7 particularly.

Another area where differences were observed was in the category 2 (Dramatizes) where Rogers allowed a much larger percentage of acts than the counsellor. Again this finding provides further support and confirmation of a strong task orientation on the part of the counsellor in this study.

The Chi Square Goodness of Fit Test was applied as the main statistical test. Using data from a previous study (Steen, 1974) the observed frequencies of Rogers behavioral interaction with his client (Gloria) was used for comparison with the data obtained from the present analysis.

Results indicated a significant difference between the two frequencies, providing evidence that the behavior of the counsellor in this study was quite different from that of Carl Rogers. The counsellors hypothesised pre-determined orientation did not materialize and the counsellor demonstrated control in each counselling session. As a result of the counsellors behavior there appears to have been a consistent and reciprocal increase in the same I.P.A. categories by each of the clients in this study.

CHAPTER V

FINDINGS AND CONCLUSIONS

The primary purpose of this research study was to objectively record and analyze a counsellors behavior in order to determine if the observed behavior matched the counsellors pre-determined, client-centered approach. More specifically, the current study sought to compare the counsellors style and method with those of Carl Rogers , as exemplified in his counselling of Gloria , as portrayed in the film : Three Approaches to Psychotherapy

Using data obtained from this film (Steen, 1974) Bales scores for Rogers were compared with those obtained by the counsellor in the present study. Chi Square Goodness of Fit Test, was the main statistical test used in the analysis of data. This was supplemented and supported by both descriptive and graphic analysis. Three specific hypotheses were generated and data pertaining to these presented in the previous study. Within this chapter these main hypotheses will be restated , and findings, conclusions and implications emanating from them will be presented.

HYPOTHESES I

Null Hypothesis.

There is no significant difference in frequency scores of each category on the I.P.A. between the counsellor and Carl Rogers in his counselling of Gloria.

Findings.

With reference to Table IV the Chi Square test indicated a significant difference ($\chi^2=500.48$; $p < .001$) between the two frequencies. This hypothesis was therefore rejected. The behaviors exemplified by the counsellor and measured by Bales' I.P.A. were found to be significantly different from the behaviors exemplified by Carl Rogers in his counselling of Gloria.

Conclusions.

A close examination of the Chi Square analysis indicates clearly that the differences in counselling behavior lie in the greater amount of information and opinion which the counsellor in this study gave to the client. The counsellor in most cases, spent a far greater percentage of time in giving opinion and giving information than Rogers.

In analyzing this data it becomes clear that if we accept Rogers claim that before change can occur certain conditions of therapeutic personality change must be met in the counselling session, the data would indicate that they are not being met by the counsellor in this study.

Rogers (1957) claims that before change can occur certain conditions of therapeutic personality change require that; "two persons are in psychological contact" in the counselling situation. If we accept that Rogers' behavior in the film was illustrative of this, then the difference as indicated from the Chi Square analysis provides evidence that the counsellor does not appear to be in psychological contact with his client and therefore, we could expect very little therapeutic effect, as a result of his counselling.

HYPOTHESIS 2

Null Hypothesis.

There is no significant difference in the category scores within the social emotional area on the I.P.A. between the counsellor and Carl Rogers.

Findings.

The analysis and subsequent findings for this hypothesis emanate directly from the previous Chi Square test and demonstrate quite clearly a significant difference between the two frequencies within the social-emotional area. This hypothesis is therefore rejected.

Conclusion.

Data from table IV indicate that the counsellor showed a consistently large percentage of tension (66 acts)

across all three clients. The high number of acts as illustrated does not appear to be compatible with the statements made by Rogers at various times about the congruency of the counsellor in the counselling situation. The interaction in category 11 was scored according to Bales' description of acts in Personality and Interpersonal Behavior (1970). Here Bales points out that.....

'Signs of anxious emotionality indicate a conflict between acting and withholding action. Minor out-breaks of reactive anxiety may first be mentioned such as appearing startled, disconcerted, alarmed, dismayed, perturbed or concerned. Hesitation, speechlessness, flurry, fluster, confusion, trembling, blushing, stammering, blocking, gulping, swallowing or wetting lips persistently may also be included''(p 124 -127).

Within this study there was a high percentage of acts coded in Category 11 for the counsellor. According to Bales this indicates a high level of anxiety. If we accept Rogers' hypothesis that when 'congruence' is achieved the individual will be freed from internal strain and anxiety, then logically the converse should be true-- that evidence of anxiety indicates a state of 'incongruence'. From an observation of the Bales' codings then it appears that the counsellor was not congruent.

HYPOTHESIS 3

Null Hypothesis.

There is no significant difference in the category scores in the task area on the I.P.A. between the counsellor and Carl Rogers.

Findings.

To test this hypothesis, reference is again made to the original Chi Square analysis which illustrates a significant difference between these two frequencies. On the basis of this finding the above hypothesis is also rejected. There is in fact a significant difference between the frequencies, particularly in the task area, with categories 5 & 6 accounting for the largest variance contributing to the overall Chi Square.

Conclusion.

Empathy has been described as the counsellors ability to understand how his client feels at any given point in the counselling session and how he may feel about the situations he is describing to the counsellor (Delaney & Eisenberg, 1975). As described earlier it also refers to the ability of the counsellor to respond to the client so as to communicate that the

nature and intensity of the emotion experienced is understood by the counsellor.

Extrapolating from this description we can see that interaction emanating from this theoretical approach should be centered far more in the social-emotional area, than in the task area. However reference to Table 3 clearly indicates that the counsellor's interaction occurred largely in the task area. From this it is logical to conclude that if the counsellor spent a large proportion of his interacting time giving opinion and giving information, then he would have less time to listen to the client's concerns, which would appear to be a basic requirement if the counsellor was to demonstrate empathy. Since 'active listening' is an integral ingredient of empathy, it is logical from this analysis to conclude that the counsellor did not demonstrate empathy in the counselling situation.

Limitations

This study while providing some insights into the counselling process, nevertheless has some associated limitations which are hereby acknowledged. The following factors are acknowledged as limiting the generalizability of any findings emanating from this research study.

1. While an attempt has been made to control for environmental conditions, by keeping these constant (same counselling room, same time of appointment, same counselling duration) there is a possibility that the presence of audio and video equipment did effect both the client and counsellor functioning. The extremely large amount of interaction occurring in Category 11 (shows tension) seems to be beyond what would normally be expected. This tension could have been caused, in part, by these recording devices being used in the room during the counselling sessions.
2. While the study attempted to control for client's problem,orientation, by obtaining a sample of clients with problems of a personal nature, similar to Rogers' client, there is a possibility that each clients degree of concern was different and this affected the interaction which took place.
3. Despite the fact that reliabilities were calculated, it remains clear from the reliability tables, that the raters were not in complete agreement and therefore could bias results.

IMPLICATIONS

In view of the criticism levelled at much of the research conducted in the area of counselling and in view of the conflicting nature of many studies which rely on Truax and Carkuff scales to measure variables associated with counselling, the findings of this study appear to have some important

implications both of an empirical and practical nature.

Some of the more important implications appear to be the following:

1. This study while exploratory in nature, has illustrated that the I.P.A. can be a useful instrument for use by counsellors and teachers, since it trains the individual to pay attention to a wide variety of behaviors, that otherwise maybe ignored in the normal course of interaction. By using the I.P.A. to evaluate their own counselling and/or teaching behavior, it is conceivable that students could become more aware and perceptive of the importance of their own behavior on those with whom they are working.
2. The use of an objective feedback instrument like the I.P.A. appears to be particularly useful in any training situation (whether it be counsellor training or teacher training) involving the learning of specific technical skills. Baker(1976) & Oddie(1976) both allude to this fact when they suggest the need for a more precise technical approach to the training of student teachers and counsellors. The I.P.A. used in conjunction with either video or audio-taped material appears useful for 'training-in' the more technical aspects of teaching and counselling e.g. reflecting feeling, questioning, paraphrasing, empathic responses and more.

3. One of the major problems in research in the field of counselling has been the lack of correlation between process and outcome (McLeish et al 1975 ; Kimmis 1976 ; McGuire , 1972). It would seem that greater insights into the process can only be achieved through the study of the ongoing process of counselling in the interactive sense. The present study provides evidence that there are detectable elements in the counselling relationship which might lead to change, a lot earlier in the counselling session than was previously thought.

4. At the outset of this research study some definitions of counselling were presented and all appeared to have the common goal that 'counselling involved a change in the clients behavior or way of acting'. While there are obviously a number of approaches that can be used inattaining this goal it would seem important for the counsellor to be constantly aware of the here-and-now functioning of the individual so that he can more rapidly and economically help the client.

The efficiency of extended counselling and the therapeutic value of various counselling methods has continually been questioned (Eysenck, 1965 ; Levitt, 1963 ; Bergin , 1963 ; 1975 ; Mcleish 1975). If 'changing behavior'

is the paramount concern of counselling, then it could be that a greater emphasis on the here-and-now interaction would be most beneficial, both from a financial and economic point of view. Bales I.P.A. certainly appears to be an excellent training instrument when used in conjunction with video and audio tapes.

5. The contradictory evidence obtained from self-report studies which assess counsellor effectiveness along a pre-set continuum brings into focus some of the flaws in research which relies solely on this type of method. There appears a need to adopt different research strategies, and by so doing account for the host of variables which impinge on the counselling interaction. Bronfenbrenner (1976) succinctly discusses this whole issue, by commenting on the type of research which should be carried out in a 'clinical' setting. He refers to this as 'ecological research' and makes the pertinent point that despite its difficulties there should be much greater emphasis placed on the ecological setting of research and more effort made to account for both internal and external elements of the experiment. This study has demonstrated that studies of this nature are indeed plausible and provide a whole new research framework for studying counselling behavior.

6. As limited as this study is, it does provide some guidelines for experiments in the future. More studies should be conducted, larger client groups with counsellors

using different counselling approaches, (e.g. rational-emotive style). A more complete picture of the client's emotional behaviors could be acquired and related to the outcome of therapy, providing they could be objectively recorded on an instrument such as the I.P.A.

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A P P E N D I C E S

APPENDIX A

INTERRATER RELIABILITY BETWEEN RATER A AND RATER B
FOR THE COUNSELLOR WITH CLIENTS 1, 2, and 3

TABLE A.1

Interrater reliability between rater A and rater B for
the Counsellor with Client 1
(Scott's 'r' Coefficient)

Category	A	B	A%	B%	%Diff.	Ave.%	Ave% ²	Ave.%/100
1	1	1	1.69	1.92	.23	1.80	3.24	.03
2	12	11	20.34	21.15	.81	20.74	430.15	4.30
3	5	5	8.47	9.62	1.15	9.04	81.72	.82
4	1	2	1.69	3.85	2.16	2.77	7.67	.08
5	11	9	18.64	15.25	3.39	16.94	286.96	2.87
6	17	15	28.81	28.35	.04	28.83	831.17	8.31
7	2	1	3.39	1.92	1.47	2.65	7.02	.07
8	2	0	3.39	0	3.39	1.69	2.86	.03
9	1	1	3.39	1.92	.23	1.80	3.24	.03
10	0	0	0	0	0	0	0	0
11	7	7	11.86	13.46	1.6	12.66	160.28	1.6
12	0	0	0	0	0	0	0	0
	59	52			14.47			18.14

Interrater reliability between rater A and B for
Counsellor = .80

TABLE A. 2

Interrater reliability between rater A and rater B for
 the Counsellor with Client 2
 (Scott's 'r' Coefficient)

Category	A	B	A%	B%	%Diff.	Ave.%	Ave.% ²	Ave.% ² /100
1	2	2	2.47	2.44	.03	2.45	6.0	.06
2	17	14	20.99	17.07	3.92	19.03	362.14	3.62
3	7	5	8.64	6.1	2.54	7.37	54.32	.54
4	6	10	7.41	12.2	4.79	9.80	96.04	.96
5	14	10	17.28	12.2	5.08	14.74	217.27	2.17
6	15	17	18.52	20.73	2.21	19.62	384.94	3.85
7	5	5	6.17	6.10	.07	6.13	37.58	.38
8	1	1	1.23	1.22	.01	1.22	1.49	.01
9	2	2	0	2.44	2.44	1.22	1.49	.01
10	0	0	1.23	0	1.23	.61	.31	.00
11	15	15	14.81	18.29	3.48	16.55	273.9	2.74
12	1	1	1.23	1.22	.01	1.22	1.49	.01
	81	82			25.75			14.35

Interrater reliability between rater A and B for
 Counsellor = .70

TABLE A. 3

Interrater reliability between rater A and rater B for
 the Counsellor with Client 3
 (Scott's 'r' Coefficient)

Category	A	B	A%	B%	%Diff.	Ave.%	Ave.% ²	Ave.% ² /100
1	4	2	6.67	3.45	3.22	5.06	25.6	.26
2	4	5	6.67	8.62	1.95	7.64	58.37	.58
3	2	2	3.33	3.45	.12	3.39	11.49	.11
4	3	3	5.0	5.17	.17	5.08	25.81	.26
5	11	12	18.33	20.69	2.36	19.51	380.64	3.81
6	16	13	26.67	22.41	4.26	24.54	602.21	6.02
7	6	5	10.0	8.62	1.38	5.0	55.00	.55
8	1	1	1.67	1.72	.05	1.69	2.86	.03
9	1	2	1.67	3.45	1.78	1.69	2.86	.03
10	0	0	0	0	0	0	0	0
11	12	13	20.0	22.41	2.41	21.20	449.44	4.49
12	0	0	0	0	0	0	0	0
	60	58			17.70			16.14

Interrater reliability between rater A and B for
 Counsellor = .79

APPENDIX B

INTERRATER RELIABILITY BETWEEN RATER A AND RATER B
FOR CLIENTS 1, 2, and 3.

TABLE A. 4

Interrater reliability between rater A and rater B

for Client 1

(Scott's 'r' Coefficient)

Category	A	B	A%	B%	%Diff.	Ave.%	Ave.% ²	Ave.% ² /100
1	0	2	0	2.44	2.44	1.22	1.49	.01
2	26	27	35.62	32.93	2.69	34.27	1174.43	11.74
3	14	17	19.18	20.73	1.55	19.9	369.01	3.96
4	0	0	0	0	0	0	0	.0
5	2	3	2.74	3.66	.92	3.2	10.24	.10
6	11	11	15.07	13.41	1.66	14.24	202.78	2.03
7	4	8	5.48	9.76	4.28	7.62	58.06	.58
8	1	1	1.37	1.22	.15	1.29	1.66	.02
9	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0
11	15	13	20.55	15.85	4.7	18.2	331.24	3.31
12	0	0	0	0	0	0	0	0
	73	82			18.39			21.75

Interrater reliability between rater A and rater B for

Client 1=.76

TABLE A. 5

Interrater reliability between rater A and rater B for
 Client 2
 (Scott's 'r' Coefficient)

Category	A	B	A%	B%	%Diff.	Ave.%	Ave.% ²	Ave.% ² /100
1	1	0	1.05	0	1.05	.52	.27	0
2	18	16	18.95	17.58	1.37	18.26	333.43	3.33
3	14	13	14.74	14.29	.45	14.51	210.54	2.11
4	3	2	3.16	2.20	.96	2.68	7.18	.07
5	17	15	17.83	16.48	1.35	17.15	294.12	2.94
6	12	13	12.63	14.29	1.66	13.46	181.17	1.81
7	1	0	1.05	0	1.05	.52	.27	0
8	9	8	9.47	8.79	.68	9.13	83.36	.83
9	0	1	0	1.1	1.1	.55	.30	0
10	0	1	0	1.1	1.1	.55	.30	0
11	20	19	21.05	20.88	.17	20.96	439.32	4.39
12	0	3	0	3.3	3.3	1.65	2.72	.03
	95	91			14.24			15.53

Interrater reliability between rater A and rater B for
 Client 2 = .83

TABLE A. 6

Interrater reliability between rater A and rater B for
Client 3
(Scott's 'r' Coefficient)

Category	A	B	A%	B%	%Diff.	Ave.%	Ave.% ²	Ave.% ² /100
1	0	1	0	1.19	1.19	.59	.35	0
2	15	19	16.13	22.62	6.49	19.37	375.2	3.75
3	12	9	12.9	10.71	2.19	11.80	139.24	1.39
4	5	3	5.38	3.57	1.81	4.47	19.98	.2
5	10	12	10.75	14.29	3.54	12.52	156.75	1.57
6	17	12	18.28	14.29	3.99	16.28	265.04	2.65
7	0	0	0	0	0	0	0	0
8	2	1	2.15	1.19	.96	1.67	2.79	.03
9	0	0	0	0	0	0	0	0
10	2	2	2.15	2.38	.23	2.26	5.11	.05
11	30	25	32.26	29.76	2.50	31.01	961.62	9.62
12	0	0	0	0	0	0	0	0
	93	84			22.9			19.26

Interrater reliability between rater A and rater B for
Client 3=.72

APPENDIX C

TRANSCRIPTS OF RANDOMLY SELECTED SEGMENTS
OF COUNSELLING INTERVIEWS WHICH WERE
CODED FOR ANALYSIS

COUNSELLING TRANSCRIPT.CLIENT 1. (Tape 1)

Client 1. Like I want to make up my mind
but you know how things.....when you have to
make a decision you kind of shrug them off....
you know , and then they come back in a while,
but then you shrug them off again, so you really
don't think about them.....You get an idea.....
yeah it sounds O.K. and you don't want to think
about it that much so you shrug it off again.

Counsellor. So those ideas are coming around and
you don't want to think about it....kind of
shrugging it off, because its too much of a
problem to think about.

Client 1. Yeah.

Counsellor. Kind of interested in what your doing
with those feelings of confusion and wow ! what am I
going to do.....with them specifically.

Client 1. Well I just I guess nothing very
much....I think, and you know, like I said I shrug
them off I don't want to really think about them
.....I guess that's what I do.

Counsellor. As if there's.

Client 1. Kind of a pain.

Counsellor. Pain.....having to think about them
.....and a little more than thatthat a
decision is really hard.

Client. Yeah!.....Like I don't want to make the
decision.

Counsellor. Kind of not wanting to make the decision
.....what will I do.....must come up and up
again in your mind.

Client. Um Hum.....especially when you know
like in Grade 12 ..hey...

Counsellor. Yeah.

Client.everyone asks you to....well what are
you going to do ...are you going to go to
university like I don't even know if I'm going to go
.....you know starting in September or wait till
January.....so....

Counsellor. So that further kind of idea of people asking
you...

Client. Yeah.

Counsellor.and maybe friends at school

Client. Um Hum.

Counsellor. Is another kind of reminder.....A
reminder that comes back to you.....kind of feeling
like wow! these other people want me to make a decision
.....I kind of want to make a decision myself but
wow ...what do I do?

Counsellorfeeling like..I'd really like to share that that must be a real hard thing for you.....really hard decision...confusing at this point.

Client. Yeah.....kind of hard to explain likeI don't know , I have to make a decision.....but I'm going to postpone it till the last moment.....you know.....its almat as if I wish someone would make the decision for me.

Counsellor. Feel your saying....hey gee! if someone would come along and tell me this is what you should do Vida.

Client. Yeah.....then I'd get into that and then I'd know like if I don't like that , thats one thing offanyways.

Counsellor. Yeah....feel that your saying ...if somebody could do that - if only somebody could do that for me.

Counsellor. Um Hum.

Client. I could try that outand maybe a little bit ..

Counsellor......and maybe a little bit more than that ... your feeling like wow! if somebody could do that that would relieve the relief off my mind, I wouldn't have to make that decision.

Client. Um Hum.

Counsellor. And that would be really good for me.
Is that where its at.

Client. Yeah.

COUNSELLING TRANSCRIPT

CLIENT 1 (TAPE 2)

Client. I break down again I guess. You know like its so hard to say no to yourself sometimes.....like if your in the habit of doing something..... its like when you quit smoking and like you know you shouldn't... have that cigarette.... but I don't know you just stop thinking.... and you have it kind of like you threw it away all your other values and start smoking.

Counsellor. Hum hum... so for that time mind is.... you kind of... that guilts all gone.

Client. Yeah.

Counsellor. Pretty soon you start thinking about it, and its all back again.

Client. Yeah, cause like at first its hard to resist then when you finish it you.... then you feel guilt because it was so easy... you know... it seemed easy now cause your satisfied your need and then you know, as it gets harder to resist it... then it... it kind of seems if... if you know its easier to break your will, you have it then.... its so easy for you.

Counsellor. Um Hum, almost feel the guilt built build up again as you... keep on doing that... but yet at the time you are doing it its kind of easy.

Client. Yeah.

Counsellor....cause your just doing it..... and later you think about it.

Client. Yeah....cause you've satisfied your need and you don't even want it any more cause your satisfied.

Counsellor. Um Hum..

Client. But then these super guilt feelings come and (laughs) and they build up inside and theres this kind of conflict between 'no I won't, and yes I will' and its usually the 'yes I will' that wins.

Counsellor. Yeah.

Client... and you say 'yes I will - to hell with you (hey hey)

Counsellor. Like I'm going to do it.

Client, Yeah.

Counsellor.....and thats all about it...

Client. Yeah, and then you just,...you just forget about everything and you do it..... and then you regret it.

Counsellor. Yeah...pretty soon those feelings come back again.

Client. Yeah, you want to do it and I don't know like okay whenever I try to quit smoking... I usually end up chain smoking (laughs) cause you know your not suppose to do it kinda.

Counsellor. As if, gee, wow,... like by smoking I'm kinda hiding that guilt... I'm getting away from it... its almost unconscious.

Client. Yeah, cause its uncomfortable when you have to that conflict in you... like the more you think about it that your going to want it and then you can't have it.

Counsellor. A real conflict, a real, real, conflict... wow, gee... I'm going out of my mind.

Client. Yeah, cause you can't you can't think of an anything else and you just.....

Counsellor. So your kind of right into it again.

COUNSELLING TRANSCRIPT.

CLIENT 2 (TAPE 1)

Counsellor. So I feel that you have still made up your mind and its going to be one of those two areas alright.

Client. Oh yeah!

Counsellor.but I'm still not sure.

Client. I can't see anything else.

Counsellor. But I'm hearing, your saying that hey! people are kind of telling me, wow computing science is kind of hard.

Client. Yeah.

Counsellor.and there's a lot of work in it as well.

Client. But then buisness administration and commerce is so picky (laughs, moves hand to knee) you know , over little things, you know,.....that bugs me a real lot too, you know. I like to be you know precise and everything, but there's somethings well.....wow..(laughs) like that accounting course that I take at night schoolsome of those things...you know....its so.. irrelevant....the things.

Counsellor. You feel

Clint. I have to do it.

Counsellor. You feel its irrelevant.

COUNSELLING TRANSCRIPT

CLIENT 2 (TAPE 1)CONTINUED.

Client. Yeah

Counsellor. But kind of like you've got to do it.

Client. well, you know, you have to

Counsellor. You want to get on to university and kind of move ahead, keep moving ahead all the time.Kind of interested Diane...one of the things I haven't asked you is that I feel like I'd kinda like to share with you is um..... think in terms of the future, sometime in the future, maybe by the time that your finished university....a little ways into the future...what would things be like for you then..... how do you see things being ah like in the future when you've kind of reached some of your goals.

Client. Like what sort of things.

Counsellor. Like in terms of how things would be for you, and what your career would be like....and how you see things fitting in then.

Client. I don't know. I've never thought about it...its going to be rough....its going to be really bad in the future....I think cause there's so many problems right now that arn't being taken care of like the economy. Thats the thing that really bothers me you know...whats going to happen like , but I can't tell.

COUNSELLING TRANSCRIPT.

CLIENT 2 (TAPE 1) continued.....

Counsellor.Kind of thats not in your mind right now.

Client No

Counsellor. Its just as if hey I'm taking one day at a time.

Client. Um Hum.

Counsellor. Kind of dealing with.....not too concerned with whats in the future at all.

Client. As long as I've git itmy future layed out like you know.....as long as I've gone to University and have a job thats fine for me....you know (laughs)

Counsellor. Um HUM.....So to have that job and have that.....

Client.Security.

Counsellor. And a little more than thatyeah. Security is something good and something I enjoy.

Client. Yeah.

Counsellor. And things would be relly fine in that way.. is something good and something I enjoy.

Client. Um Hum.

COUNSELLING TRANSCRIPT.

CLIENT 2 (TAPE 1) CONTINUED.....

Counsellor. Kind of thinking that ah.....if we could talk for a momentoh yeah I will go through this with you.....ah the Strong Vocational Interest Blank....the one you filled out a few weeks ago its very interesting and I think ah you'll find it fascinating (client laughs) I'll give you a look at it then we'll go through it and I'll interpret it too you and by the way you can keep this copy....

Client. Oh good !

COUNSELLING TRANSCRIPTCLIENT 2 (TAPE 2)

Client. Well I don't like to hold back but there's nothing I can do about it, you know, if she listens to me , what the hell....that's her fault.

Counsellor. Um Hum.

Client. You know.

Counsellor. Kind of feel you are saying that to her , but she's not listening.

Client. Right.

Counsellor. But she's not listening and she's somehow difficult to communicate with, and your saying gee! what more can I do I told her those things.

Client. Yeah you can't.

Counsellor. Is there other things in the home generally and maybe around that your brother gets away with that you see as pretty obvious.

Client. Well....he's always nagging he always nags and he always gets his way....always.....you can count on it every single time, and I think its because he's youngest and he's the only boy.....you knowmum had the three girls first, you know well Therease and I are kinda ...you know far.....we're getting further away from home

COUNSELLING TRANSCRIPT

CLIENT 2 (TAPE 2)

cause we're getting 1 older and the same with my other sister you...know...but she said mum likes to hold onto her a lot, but oh boy if I was around oh! would he ever be disciplined , oh how!

Counsellor. Feel there is a real lot of.....

Client. There is too much, like he's given too much you know.....dad see's that too, but he can't do any thing about it.

Counsellor. I feel like there's a real tension ...you feel like saying hey, gee if mum was out of the house I'd kind of like.....

Client. Oh, I do....when she's not home boy... he does everything I say.

Counsellor. Kind of whip him into lineand say do this and do that and make sure he doesn't get away with anything eh.

Client. Yeah.

Counsellor. How does he react to that ?

Client. Oh, just cries, what else will he doits too bad! ...but then its kind of hard cause he doesn't have any older brothers you know so this is how come its hard on him.

COUNSELLING TRANSCRIPTCLIENT 2 (TAPE 2).Counsellor. Um Hum....

Client. I can see his side , but still I don't see how he can become a mothers boy sort of thing, he should get out on his own, you know, he's in grade four, he should mix....he's still young and everything.....but still you know ...I don't think he's as mature enough for his age.

Counsellor. Yeah.

Client. He's too much,, he's too dependent ...on his mum now.

Counsellor. Hum.....so he's pretty dependent and he's not maybe mixing with kids enough.

Client. That's right he doesn't.

Counsellor. Kind of feeling that if he did that it probably.....

Client. Probably wouldn't help.....not him.

Counsellor. Don't think it would help him hey....

Client. No not enough.

Counsellor. He's just that spoiled that hey! gee..

Client. Yeah , I think he is...

COUNSELLING TRANSCRIPT.

CLIENT 2 (TAPE 2)

Counsellor. I don't think anythings going to change him at all!

Client. Um Hum.

Counsellor. Yeah its eh ...you kind of see that as becoming....

Client.its going to get worse and worse!... unless mum does something about it....thats what I think.but like I say, there's nothing we can do about it so its just going to have to get worse....
.....he's just going to find out youknow maybe..
...its going to effect him, you know.

Client. Um Hum.

COUNSELLING TRANSCRIPT.CLIENT 3 (TAPE 1)

Client. And he said I should get a job that I can go back to after I'm finished staying at home... I don't know....I think I could always go back to journalism....I think.

Counsellor. I think you could too. I think you ...ahits a job that once you leave it you can go back to it.

Client. Yeah.

Counsellor. So its kinda sitting fairly well with you.....

Client. Yeah!

Counsellor. But maybe not so much what your dad says and that.....

Client. Yeah....Well....he didn't put it down ..so....

Counsellor. Um Hum .

Client. There's not getting a lot of static from him....

Counsellor. Guess its important to you about mum and dad and what they think...

Client. WellI have to live with them...so (laughs) ..if I don't ..I have to move away....like ..I don't like being surrounded by hostile feelings.

COUNSELLING TRANSCRIPTCLIENT 3 (TAPE 1)

Counselling. So just kinda....keep everything s
smooth.

Client. Yeah, like if they did say things about
journalism I'd think about journalism. I'd think
about it more....but like if I do decide to go
into it, well....its just their tough luck
(laughs)...kind of thing.

Counsellor. So you keep the boat going pretty
smoothly as it is , but if it was a major issue.....

Client. Yeah.

Counsellor. So journalism is sitting pretty
well with you right now, with mum and dad...
thinking a..... um are you pretty set on that ? ..Or
is it something that just kind of flashed through your
mind.

Client. Well....its been there for quite a while
so I must have been thinking seriously about it
.....like you know...I'm thinking of entering arts
anyway even though I didn't want to (laughs) in the
first place , you know...I always had the impression
arts wasn't anything but.....

COUNSELLING TRANSCRIPT.CLIENT 3 (TAPE 1)

Counsellor. I'm not quite sure what do you mean by that ?

Client. Like I've found out that well, like arts is something that if you don't want to work ...really hard you go into arts and stuff like that.

Counsellor. Like a busy faculty.

Client. Yeah (laughs--moves around chair) I don't know what faculty your in.

Counsellor. I'm in Education.

Client. Oh....so

Counsellor. Really kinda changing your ideas...

Client. Yeah....and I also knoe someone ...and I told him I'd kinda like to go into journalism and he says he knows someone who is in that and he says you have to do a lot of writing.....and then I just don't think.....like if I don't adjust or can't really adjust then I don't like to have it judged.....like if I get a 4 out of 10 on it.....you know like if its pretty good and somebody doesn't appreciate it,

Counsellor. Feel like you'd really like to write and get people to look at it.....kind of worried about whether its too critical.

Client. Yeah.

COUNSELLING TRANSCRIPTCLIENT 3 (TAPE 2)

Client. Well there.....there you see, cause I don't like to go against them. You get all guilt feelings and then also you know that its wrong you shouldn't do it , you feel throughly discusseded with yourself. Like I've learned whats right and whats wrong.

Counsellor. So you know those things....its pretty clear cut.

Client. Yeah, like towards myself, but like I don't really judge other people, like um....I might say I wouldn't do something, like that but like I don't really force my values on other people.

Counsellor. Kind of hearing two different things..... like your saying you don't force your values on other people and you don't judge them....um..

ClientBut I don't ! I judge myself.

Counsellor. In relation to them.

Client. Well yeh, I judge myself as to how I'm keeping my values.....like I'm saying that I' don't force them, like those values arn't the same as other peoples.

COUNSELLING TRANSCRIPT.CLIENT 3 (TAPE 2)

Counsellor. So, in tying that into your kind of ideas about journalism....you see kinda putting those values on the line in writing articles....

Client. Yeah, like you have to take a stand on issues and write things about issues or just talk to people.....so you have to know your values.

Counsellor. Just want to get clearlike what kind of writing are you talking about.

Client. I don't know.....like um.....

Counsellor. Like I'm thinking in terms of journalism....there's all kinds of different writing as you probably know, there's just straight reporting.....um, there's kind of editorial writing.. there is column type comment writing.....um and theres sports writing...

Client. ...Yeah..

Counsellor. I'm just thinking Vidawhat kind of writing are you talking about specifically , whether.. I'm on the track or not.

Client. I think maybe creative writing.....you know or else maybe interviewing in terms of people and stuff like that.

COUNSELLING TRANSCRIPTCLIENT 3 (TAPE 2)+

Counsellor. So its that kind of side of
things generally, kind of creative writing...
..Writing stories about peoples lives.....Good..
I just want to know

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